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INTRODUCTION

The National program for personnel training is directed to the training of new generation personnel, that can be creative, sociable, and have the ability for problem-solving[1].

In order to create harmoniously developed, highly educated, modern-thinking young generation the President of the Republic of Uzbekistan Islam Karimov signed a Decree "On measures to further improve foreign language learning system"[2].

Analysis of the current system of organizing language learning shows that learning standards, curriculums and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required.

Modern English-as-a-Foreign-Language (EFL) teaching methodology is strongly based on a variety of tools. Moreover, the scope of these tools is becoming exceedingly rich. Today, speaking about this issue, we do not mean only the tools of mind and primitive displaying devices like chalk- or whiteboard or objects like textbooks and handouts. Modern teaching methodology gradually turns essential such tools as computers, data projectors, audio and video players, and displays, i.e. electronic multimedia devices (M.Allan, 1983; S.Stempleski, 1987; C.Canning-Wilson, 2000; K.Donley, 2000; C.Herron, S.Coles, 1999; P. Veney. 2004; N.D.Galskova, N.I.Gez, 2007; E.Solovova, 2008; J.Jalalov, 2012; Schukin,

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[1] Национальная программа по подготовке кадров // Гармонично развитое поколение – основа прогресса Узбекистана. – Т.: Шарк, 1997. – С. 1-3.

[2] Постановление Президента Республики Узбекистан «О мерах по дальнейшему совершенствованию системы изучения иностранных языков». // Вечерний Ташкент. От 11 декабря 2012 г.

2008; P.Sisoev, M.Efstigneev, 2010). However, often, even having a rich set of such devices available, teachers are unable to use them effectively. This basically happens for two main reasons: incompetence in handling the equipment, and lack of awareness of the teaching techniques that would allow employing the usage of multimedia.

Focusing on the usage of video, the most popular and efficient means to be used in classroom, the current research will have its main **aim of** compensating for the second reason of poor usage of electronic media in EFL teaching. In the course of doing that, the study will tackle the issues of appropriate video material selection and analysis of the activities that can be used to effectively use videos in teaching. In the experimental part, the research will trial the selected activities on a group of subjects to check if and how well they improved particular language skills.

The topicality of the issue is provided by the growing tendency to integrate different technologies into language teaching that exists today. The main point in the issue is that for certain teaching purposes technology is an irreplaceable means and for others (like authenticating the input, listening to native speech) is the most appropriate from logistical and practical points of view. Besides, multimedia technology that involves interaction (so-called *non-linear multimedia*) is a strong source of learner motivation to perform the teacher's assignment. These objective features, together with the fact that classroom digital technology is based on multimedia, which, itself, is centered on video, lead to the teachers' using videos more and more intensively and often encounter the aforementioned problems. The current intense of the video usage makes it necessary to give all efforts to try alleviating the potential problems caused by it.

The degree of study of the chosen topic. The issues of using technical tools, especially video, in ELT have been attracted the attention of foreign Methodists such as M.Allan, D.Willis (1983); C.Canning-Wilson 2000); N.Carney, P.Foss (2008); K.Donley (2000); P.Viney (2004); C.Herron, C.Cole (1999), S.Stempleski, B.Tomalin (1990), M.Novikov (2007); U.Komarova (2006); N.Popov, H.Milrud,

L.Chuksina (2002); V.Sosnovski (1991) and others. There are dissertations related to this matter written by S.I.Shevchenkosuch (forming of communicative competence during reading on the basis of computer technologies); S.A. Mogilevsev (forming sociocultural competence on the basis of the English information from satellite TV); I.S.Onisina (developing listening skills on the basis of audio-texts).

We can see that the special technology of ELT on the basis of video material with the account of local context has not been worked out yet in Uzbekistan. That's why we pay attention to this topic for the research.

The object of the current study is the process of ELT on the 2-d year courses.

Subject of the research is video materials and the ways of their efficient application to the process of teaching EL on the 2-d year courses .

The primary hypothesis of the current research is: teaching a foreign language using video materials is more productive and faster than teaching without employing video as the main medium (one of the media) of material demonstration in developing academic skills of students.

Other hypotheses the present research puts forward are as follows:

- video materials used in language teaching must be selected in accordance with definite criteria, among which cultural appropriateness and authenticity are of primary importance;

- the efficiency of teaching language with the usage of video materials is directly connected with the type of activities chosen to work with the video in the classroom.

The methods of the research:

- critical analysis of scientific literature;

- pedagogical-sociological methods (observation, analysis, accumulating the information and facts, summarizing the ELT experience);

- modeling method;

- experimental method (approbation of the worked out technology of teaching, testing);

- statistical methods (for calculation the qualitative and quantitative indications of the results of the experimental work).

The materials for the research were a series of researcher-designed lesson plans developed on the basis of findings made in the secondary study, several videos displayed while teaching the experimental group of subjects with the help of a computer, and two formats of researcher-developed tests that functioned as a pre- and post-test to compare the progress of experimental group with that of control group. The videos selected for the reasons provided in the paper were several episodes of *Big Bang Theory* sitcom, which were utilized in the teaching process continuously throughout the primary research.

Methodological foundation for the dissertation is comprised by the state documents on the higher education, works by I.A.Karimov and a number of works on applied EFL teaching methodology such as *A Course in Language Teaching* by Penny Ur, *The Practice of English Language Teaching* by Jeremy Harmer, a series of articles from *English Teaching Forum* quarterly, as well as a collection of online articles on the topic.

The novelty of the research: the criteria of selection video material have been defined; the technology of organizing the video materials for developing language and communicative skills of the 2-d year students has been worked out. The current research has taken the aforementioned steps taking into consideration the conditions and target learners of Uzbekistan, in order to provide for the high applicability potential of the findings.

Theoretical value of the research lies in synthesizing the already done researches in the field of video technologies applied to teaching languages and enriching the scope of selection criteria and didactic activities that it will recollect in its course. **Practical importance of the research** is the mainly in assisting specialists in EFL teaching who have not gained enough experience in teaching the language using video materials. Thus, the work will provide the patterns of the lessons taught with the usage of video and the criteria for video material selection will be of high practical applicability.

The reliability of the results of experimental studies conducted within the given dissertation research is provided for by the choice of the experimental pre-test-post-test method that has proven itself successful in analogous studies and by taking into consideration a wide range of experimental variables: dependent, independent, moderator, control, intervening and extraneous ones.

This dissertation is subdivided into introductory part, two chapters, each followed by a chapter summary, conclusion, and appendix. The first chapter examines theoretical backgrounds for using technical means in the English language classrooms and is subdivided into 3 parts. The second chapter is dedicated to the investigation of the methods and techniques used in teaching video-centered lessons and description of the experimental study, i.e. practical approbation of the findings, as well as the results of the experiment and the inferences drawn from them; it contains 3 parts.

Text of dissertation has been written on 99 pages, it includes 5 tables, 14 diagrams. Bibliography list includes 52 sources. In appendix the samples of assignments to the films, criteria of speaking evaluation and tests are provided.

CHAPTER 1. THEORETICAL BACKGROUNDS FOR USING TECHNICAL MEANS IN THE ENGLISH LANGUAGE CLASSROOMS

1.1. Factors and modern trends for the preparation of the English language specialists

Several decades ago, a person would be called a master of a foreign language in case he/she knows one in terms of its structure, major peculiarities of usage, literary heritage, i.e. everything connected with the knowledge inside him / her. From recently on, the ideals have gradually been shifting towards communication, which implies the usage of language in an "outside" direction in the form of interacting with other users of it. These brought about the appearance of many interactive methods of teaching which the following section of the current research will explore.

Due to the current status of English as a global language of science, technology, and international relations, many countries around the world consider the teaching of English a major educational priority (Crystal 1997; McKay 2000). However, English as a Foreign Language (EFL) is often taught under unfavorable conditions, and, as a result, secondary and tertiary school graduates are not always competent users of English. EFL teachers for whom this situation is probably familiar, can profit by sharing information about the problems they encounter and by investigating the various alternatives available to improve EFL instruction. In this light it is important to realize the whole huge value of and opportunities created by the latest achievements of technology, particularly in the field of multimedia, which can contribute greatly to remedying this situation. Once integrated into classroom practices, multimedia can add certain language practices that would otherwise be unavailable.

A modern EL specialist is not limited with only language knowledge; he or she must as well be a good performer of language, i.e. the user of it in the situations involving interaction of any kind. According to the view of N. Chomsky the language mastery is comprised of competence and performance. Competence is the theory of language which can be taught in the context of any classroom.

Obviously, competence can as well be formed in an inductive manner through series of practical activities and using language interactively (with fellow learners, the teacher; face-to-face, using communication technology devices and so on).There are a number of approaches to categorizing competence proposed by various linguists. Due to their importance in defining a modern EL learner, they need to be given a closer examination.

Talking about a speaker's linguistic knowledge, Chomsky uses the term *'linguistic competence'*. At the outset, linguistic knowledge could have been thought of as one entity that could best be described in terms of the grammatical rules of a language. This, in fact, has been a general tendency of language description at the sentence level before the development of language analysis at higher levels such as text analysis and conversational analysis by both discourse analysts and speech ethnographers respectively. Thus, linguistic competence is the first version of competence which has met a strong line of criticism.

A particularly strong line of criticism emerged in the notion of 'communicative competence'. This type of competence is different from the linguistic one in the sense that communicative competence focuses on the speaker's ability to produce and understand sentences which are appropriate to the context in which they occur, i.e., what that speaker really needs to know in order to communicate effectively in socially distinctive settings. In other words, this view of competence differs from the linguistic one in the idea that the latter concentrates much on the formal terms of linguistic knowledge while the former is concerned with terms like, context, setting, the relation between the speaker and hearer, and any other environmental factors that are believed to be systematic within a certain community. It, then, subsumes the social determinants of linguistic behaviour, including, such environmental matters as the relationship between speaker and hearer, and the pressures that stem from the time and place of speaking, etc. If speakers have a tacit awareness of such communicative constraints, it is argued, then a linguistic theory ought to aim at providing an explicit account of these

factors, insofar as these are systematic within a community, and not restrict itself to the analysis of structure in purely formal terms.

'Communicative competence' is used to refer to the ability not only to apply the grammatical rules of a language in order to form correct utterances, but also to know when to use these utterances appropriately. Hymes (1972) coins it as a reaction to Chomsky's distinction between competence and performance. Hymes believes that such a distinction was inadequate as it limits itself to one kind of competence called 'linguistic competence'. Since Chomsky's (1965) distinction between competence and performance in terms of linguistic knowledge and Hymes' first use of the term communicative competence, various definitions have been given.

Although Yule (1996) states that communicative competence can be defined in terms of three components (1) 'grammatical competence', (2) 'sociolinguistic competence', and (3) 'strategic competence', Canale (1983) and Canale Swain (1980), brought various expanded notions of communicative competence. For Canale and Swain (1980), communicative competence minimally consists of four components:

1. grammatical competence: words and rules
2. sociolinguistic competence: appropriatenesss
3. discourse competence: cohesion and coherence, and
4. strategic competence: appropriate use of communication strategies.

Another useful model is developed by Van Ek (1986 and 1987). He thinks that the 'communicative ability' of a speaker consists of six components: linguistic competence, sociolinguistic competence, discourse competence, strategic competence, socio-cultural competence and social competence. In comparison to Canale's classification, Van Ek separates socio-cultural competence from sociolinguistic competence and adds social competence as a different component. For Van Ek, social competence includes "motivation, attitude and self-confidence" or "empathy and the ability to handle social situations" which are involved in the will or skill to interact (Yoshida, 2003).

All the complexity and variety of the types of competence mentioned in the overview above must altogether be treated as an essential feature of modern EFL learners. On the other hand, EFL teachers need to take care of developing the entire complex of communicative competence components.

Besides competence, Chomsky and others prioritize performance in learning foreign languages. In linguistics, the term "performance" is used in the linguistic theory of transformational generative grammar, to refer to language seen as a set of specific utterances produced by speakers, as encountered in a corpus.The distinction between performance and competence in the transformational generative grammar, however, has been severely criticized as being not that clear-cut, and there are problems, often in deciding whether a particular speech feature, such as intonation or discourse, is a matter of competence or performance (Crystal, 1985).

The utterances of performance will contain features irrelevant to the abstract rule system, such as hesitation and unfinished structures, arising from the various psychological and social difficulties acting upon the speaker (e.g. lapses of memory, or biological limitations such as pauses being introduced through the need to breathe). These features must be discounted in a grammar of the language which deals with the systematic processes of sentence construction (Crystal, 1985).

Viewed holistically, performance characterizes actual usage of language in real-life communicative situations. In this case, a classroom experience only would not be sufficient, as formal instruction does not presuppose an extensive usage of language by learners and creates sometimes artificial conditions for communication. In the recent past, performance has been given greater and greater attention.

To sum up, both language competence and performance (the latter being prioritized) can partly be improved with the help of authenticating the classroom context, for which the multimedia technology is a highly potent means. The most obvious application of such technology is bringing the videos into the classroom.

Another important factor in preparing modern EL specialists is speed. Most consumers of English teachers' services want not only to learn a language; they want to learn it fast. This necessity gave way to multiple research of the cognitive aspect of learning, i.e. ways people most easily acquire information and finally led to the discovery of the phenomenon of learning styles. Most popular approach to classifying learning styles distinguishes between three of them: visual, auditory, and kinesthetic.

The concept of visual, auditory, and kinesthetic learners states that each person has a preferred way of receiving new information, through one of three senses. Vision (seeing) and audition (hearing) are clear enough, but kinesthesia might require an explanation. Kinesthesia is the sensation that tells you where your body parts are. If you were to close your eyes and I moved your arm as though you were, say, waving, you would know where your arm was even though you couldn't see it. That information comes from special receptors in one's joints, muscles, and skin. That's kinesthesia.

The visual-auditory-kinesthesia theory holds that everyone can take in new information through any of the three senses, but most of us have a preferred sense. When learning something new, visual types like to see diagrams, or even just to see in print the words that the teacher is saying. Auditory types prefer descriptions, usually verbal, to which they can listen. Kinesthetic learners like to manipulate objects physically; they move their bodies in order to learn.

To give a backdrop against which to evaluate this theory, a few facts about memory that cognitive scientists have worked out have to be recollected. People do differ in their visual and auditory memory abilities. That is, our memory system can store both what things look like and what they sound like. We use visual memory representations when we create a visual image in our mind's eye. For example, suppose we ask you, "What is the shape of a black rabbit's ear?" or "How many windows are there in your classroom?" Most people say they answer these questions by creating a visual image and inspecting it. A great deal of work by experimental psychologists during the 1970s showed that such images do have a

lot of properties in common with vision—that is, there's a lot of overlap between one's "mind's eye" and the parts of his/her brain that allow one to see. We also store some memories as sound, such as Dean's voice, the roar of the MGM lion, or our mobile phone's ringtone. If one asks you, for example, "Who has a deeper voice: your principal or your group mate?" you will likely try to imagine each person's voice and compare them. We can store both visual and auditory memories, and as with any other cognitive function, each of us varies in how effectively we do so. Some of us have very detailed and vivid visual and auditory memories; others of us do not. And these peculiarities of our brain functioning have greatest influence on predetermining which of the learning styles we belong to: visual or auditory.

Cognitive scientists have also shown, however, that we don't store all of our memories as sights or sounds. We also store memories in terms of what they mean to us. For example, if a friend tells you a bit of gossip about a coworker (who was seen coming out of an adult bookshop), you might retain the visual and auditory details of the story (for example, how the person telling the story looked and sounded), but you might remember only the content of the story (adult bookshop) without remembering any of the auditory or visual aspects of being told. Meaning has a life of its own, independent of sensory details, which means that relating oneself to a particular learning style is not an obvious task, but one that requires a deeper exploration of how one processes the data when understanding and memorizing them.

It is true that some people have especially good visual or auditory memories. In that sense there are visual learners and auditory learners. But that's not the key prediction of the theory. The key prediction is that students will learn better when instruction matches their cognitive style. That is, suppose Anne is an auditory learner and Victor is a visual learner. Suppose further Anne and Victor are given two lists of new vocabulary words to learn. To learn the first list, they listen to a tape of the words and definitions several times; to learn the second list, they view a slide show of pictures depicting the words. The theory predicts that Anne should

learn more words on the first list than on the second whereas Victor should learn more words on the second list than on the first. Dozens of studies have been conducted along these general lines, including studies using materials more like those used in classrooms, and overall the theory is not supported. Matching the "preferred" modality of a student doesn't give that student any edge in learning.

How can that be? Why doesn't Anne learn better when the presentation is auditory, given that she's an auditory learner? Because auditory information is not what's being tested! Auditory information would be the particular sound of the voice on the tape. What's being tested is the meaning of the words. Anne's edge in auditory memory doesn't help her in situations where meaning is important. Similarly, Victor might be better at recognizing the visual details of the pictures used to depict the words on the slides, but again, that ability is not being tested. The situation described in this experiment probably matches most school lessons. Most of the time students need to remember what things mean, not what they sound like or look like. Sure, sometimes that information counts; someone with a good visual memory will have an edge in memorizing the particular shapes of countries on a map, for example, and someone with a good auditory memory will be better at getting the accent right in a foreign language. But the vast majority of schooling is concerned with what things mean, not with what they look like or sound like.

The complexity of cognitive mechanisms underlying the learning styles can wonderfully be taken for granted when multimedia, particularly videos, are used to provide for various learning styles. Be the visual-auditory-kinesthetic theory applicable to memorizing only, or to grasping the meaning, watching a video can provide for at least two learning styles (auditory and visual) in both of the cases and it can provide for kinesthetic learning style as well if appropriate pre-, while-, or post-viewing tasks are designed.

Thus, modern situation requires the EL specialists to be trained in the conditions where they would use language primarily for the purpose of interacting, have a chance to develop both competence and performance, and be taught in a way that provides for a maximum of learning styles. Deeper examination reveals

that all these conditions can be met very successfully once technical means are brought into the classroom.

1.2. The Modern Methods in Teaching the English Language at the Higher Education

Terms CALL and MALL sound more and more frequently today and stand for Computer-Assisted Language Learning and Media-Assisted Language Learning respectively. Before these two terms came into existence, the methods in teaching EL have undergone a multi-step process of evolution. A closer examination of the primary steps in the evolution will help to shed light on the reasons why the current state of ELT methodology has gained its present peculiar form.

Roughly, there are pointed out traditional and modern FLT methodology. Clearly, one of the aims of any methodology in foreign language teaching is to improve the foreign language ability of the student. However, traditional methodology is based largely on a reduction of the integrated process of using a foreign language into sub-sets of discrete skills and areas of knowledge. It is largely a functional procedure which focusezs on skills and areas of knowledge in isolation. Following on from this, traditional methodologies are strongly associated with the teaching of language which is used in a certain field related to the students' life or work. As stated in the book Teaching English as a foreign language by Geoffrey Broughton et al,(1994) "the recognition that many students of English need the language for specific instrumental purposes has led to the teaching of ESP – English for Special or Specific purposes." The same authors illuminate the impact of this approach on the teaching output created; they inform the reader about "the proliferation of courses and materials [being] designed to teach English for science, medicine, agriculture, engineering, tourism and the like, which actually meant that the content of the course was limited to the specific vocabulary and grammar of the chosen field. For example, agricultural courses

included exclusively agricultural vocabulary and all grammar was presented only in an agricultural context. Vocabulary, phrases, and sample sentences from other fields and activities, even from the realm of specifically communicative English, were excluded.

A very typical feature of traditional methodology, as Broughton and his colleagues claim, is the "teacher-dominated interaction" (Broughton, 1994). The teaching is deeply teacher-centered. The reason for this approach is explained by the statement of Assist. Prof. Dr. Abdullah Kuzu, who asserts that it is based on the "traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers" (Kuzu, 2008). This idea corresponds to the simile of Jim Scrivener, who claims that "traditional teaching [is imagined to work as] the knowledge being poured from one receptacle into an empty one." This widespread attitude is based on a precondition that "being in a class in the presence of a teacher and 'listening attentively' is [...] enough to ensure that learning will take place" (Scrivener, 2005). In his book Communicative Language Teaching Today, Jack C. Richards (2008) highlights that in traditional methodology "learning was very much seen as under the control of the teacher". To sum up, the traditional methodology puts the responsibility for teaching and learning mainly on the teacher and it is believed that if students are present in the lesson and listen to the teacher's explanations and examples, they will be able to use the knowledge.

Let us now turn our attention to the teaching of grammar in line with the traditional methodology. Tharp, in his article "Modern Foreign Languages," introduces us to this issue by pointing out that the "emphasis was placed on the formal side of the language" (Tharp, 2008). After analysis of the ways people speak, the professionals came to the conclusion articulated by Broughton at al in their book. Teaching English as a Foreign Language that "the actual choice of words and their arrangement is new virtually every time we produce an utterance

(with a very small list of exceptions). [...] The only way to explain the process of making new sentences by analogy involves the notion of observing the regularities (rules, patterns, structure) underlying them and working out how to operate them to generate new sentences" (Broughton, 1994). Richards adds that "it was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation" (Richards, 2008). Based on the above mentioned opinions is "the traditional view that the English language consisted of a battery of grammatical rules and a vocabulary book" (Broughton, 1994). On the basis of this conclusion, the traditional methodology arose. In his book The ELT Curriculum, Ronald V. White(1988) highlights the consequences of handling the language in this grammar-governed way. He reminds us that traditional methodology does not present the language as a means of communication. Rather, this approach to teaching conceives "language [as] a body of esteemed information to be learned, with an emphasis on intellectual rigor". Briefly, the traditional approach shows language primarily from the rule-governed point of view and concentrates on the knowledge of grammar and items of vocabulary. It is supposed that a person who knows the rules and the lexis is able to understand and speak the target language. Because of the above mentioned facts, the teaching also focuses on the grammatical rules and items of lexis. As stated by Jack C. Richards(2008), "earlier views of language learning focused primarily on the mastery of grammatical competence". The same author offers a definition of this term in these words: Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of building blocks of sentences (e.g. parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed.

By professionals, teaching a foreign language with grammatical competence being the highest priority is called the 'Grammar-Translation Method.' The principles of this approach can be articulated by Broughton's words, where he

states that the grammatical approach to language "produced a teaching method which selected the major grammar rules with their exceptions and taught them in a certain sequence" (Broughton, 1994) According to Richards, this approach was "based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling" (Richards, 2008). Broughton specifies the most typical features of the grammar-translation method, which are "[its] rules, [its] examples, its paradigms [...] and related exercise" (Broughton, 1994). This opinion is also supported by White's assertion that "grammar translation involves the learning and application of rules for the translation of one language into another" (White, 1988). Richards describes this method in more detail when he declares that this "approach to the teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them." (Richards, 2008). As we can see from these statements, in language lessons, the priorities were (and still are) grammar, grammatical rules, demonstrating examples, and translating from English into the mother tongue and vice versa. We can discover another important aspect of traditional methodology in Tharp's statement that in language teaching the essential issue was "rules to be memorized, grammatical text analysis, and literal translation" (Tharp, 2008). The students were expected to memorize the grammatical rules and to practise using them while translating sentences and analysing English texts. Huaxin Xu (2008), an English teacher at Xia Foreign Language University in China agrees with the point that memorizing the grammatical rules and vocabulary is an essential feature of traditional methodology. The author quotes the words of Bowen, Madsen, and Hilferty who describe the "main focus" of the traditional methodology as being "on committing words to memory, translating sentences, drilling irregular verbs, later memorizing, repeating and applying grammatical rules with their exceptions" (Xu, 2008). In Xu's words, "students are asked to memorize verb paradigms and

exceptions to grammar rules". This quotation agrees with White's utterance that "knowledge of the rule is regarded as being more important than application and the focus is on teaching about the language (White, 1988). As mentioned above, the application of rules is practised by translating from one language into the other. Besides the grammar, one needs knowledge of vocabulary to be able to translate. Concerning this issue, White states that "vocabulary is learned as isolated items and words are combined according to rule" Xu specifies the way of learning new vocabulary and using it according to the grammatical rules by stating that "vocabulary lists, printed grammar rules, and sample sentences are provided for the students to translate". Plainly, students are explained the grammar, they receive lists of isolated words, and they are expected to translate sentences and create the correct forms. White articulates his opinion that "there is no oral or pronunciation work, since it is the written language which is taught, and 'mental discipline' is stressed rather than any ability actually to use the language".

Jack C. Richards states that "techniques that were often employed included memorization of dialogs, question and answer practice, substitution drills and various forms of guided speaking and writing practice" (Richards, 2008). One or the other encouraged students to memorize things and not to create their own new sentences and statements. An interesting point is made by Tyler who describes the results of an experiment by stating that the "grammar translation method produced habits indicative of deciphering and not of reading" (Tyler, 2008). This impression might be caused by the constant analysing of texts: vocabulary items and grammatical forms are deliberately decoded and only then is the meaning formed and expressed in the target language. White suggests that the reason for this academic approach might be the strong influence of universities among teachers and students. He claims that the "language teaching conformed to the kind of academicism which the universities considered appropriate" (White, 1988). Now we will consider some advantages and disadvantages of the traditional

methodology. As all methods, it has some positive as well as negative aspects, which are highlighted by professionals in their publications. These pros and cons are mentioned in the following paragraphs. Implied by Xu, one opinion is that "doing a little bit of translation and using students' native language in class [...] is both economic and effective in explaining a concept. Xu discusses yet another advantage of Grammar-Translation Method. He points out that "grammar translation can cut down on chances that some students, when trying to express themselves in English, are likely to produce Chinglish. [...] From the very beginning, the teacher should bring the students' attention to the conceptual differences in the two languages and help them establish correct concepts in English". If an error still occurs, the teacher is advised to correct it as soon as possible. Concerning error correction, Broughton asserts that "by making mistakes the learner is practicing the wrong thing and developing undesirable habit" (Broughton, 1994). Richards agrees with the above mentioned opinion by expressing a belief supported by traditional methodology.

Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken). By memorizing dialogues and performing drills the chances for making mistakes were minimized. [...] Accurate mastery was stressed from the very beginning stages of language learning, since it was assumed that if students made errors these would quickly become a permanent part of the learner's speech. To avoid fossilizing the errors, all mistakes noticed by the teacher are immediately corrected by him or her for the student not to remember the incorrect version. One more advantage of the traditional teaching should be mentioned here. Some authors agree that in no circumstances should some routines be broken. In a book on Czech education, the typical procedures are described. It reads that the teacher "starts the lesson with revision of the previous lesson. He examines the pupil individually by asking them to come to the blackboard, they are asked to do an exercise, respond to teacher's

questions or sometimes the whole class takes a written test." According to the same book, the next step is the "examination the teacher explains a new subject matter and practises it with exercises" (Chuda 1998). As Chuda states, the very last thing the teacher does during the lesson is that "he sums up the topic and sets assignments for the next lesson". We can see that the students always know what follows. First, the previous lesson's subject matter is revised either collectively or by one student, who is examined, or possibly in a test that all the students take.

The second component is the new subject matter: the teacher's explanation of it, followed by exercises, mostly translations as practice. The last component is revision and the assignment homework. Traditional methodology, however, also appears to have some disadvantages. According to some authors, there is not enough attention paid to teaching the basic skills, reading and writing, speaking and listening. As mentioned above, "reading" in a foreign language seems to have more to do with deciphering than with reading in one's mother tongue (Tyler, 2008). The student tries to understand every single word and its grammatical form, because he believes it is essential for understanding the text. As pointed out above, other authors agree on the lack of speaking and pronunciation practice in traditional teaching methodology (White and Broughton). Instead of trying to speak and get the meaning through, the students are smothered with linguistic information, "rules with examples, its paradigms <...> and related exercises" (Broughton, 1994). In the view of Broughton and his colleagues, this approach "has for so many years produced generations of non-communicators". The same authors highlight that many learners experienced significant frustration at the moment of realizing that they were not able to speak in common life situations (Broughton, 1994). Concerning writing, Donald H. Graves makes a notable point: Writing has been used as a form of punishment: ‘Write your misspelled worry 25 times. ‘Write one hundred times, I will not chew gum in school.’ ‘Write a 300 word composition on how you will improve your attitude

toward school.' Most teachers teaching in 1985 were bathed in the punishment syndrome when they were learning to write. Small wonder that most of us subtly communicate writing as a form of punishment. We have no other model of teaching. The traditional methodology teaches the written language as the highest priority in learning a foreign language. However, it presents writing in a very unpleasant way. This forms a significant contradiction in the students' attitude to the foreign language itself: writing in the language is essential and it is highly appreciated; if one can write in the language he is considered to have reached the goal; yet on the other hand, the same activity is a form of punishing students. For the students, this approach can be highly demotivating.

To sum up the above mentioned ideas, we can say that traditional language teaching is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules. Traditional methodology thus focuses on grammatical structures and isolated items of vocabulary. Jim Scrivener adds that "the teacher spends quite a lot of class time using the board and explaining things – as if 'transmitting' the knowledge" (Scrivener, 2005). Students are expected to learn the rules and the items of lexis, and it is supposed that they will be able to use the language. However, students mostly explore only narrow avenues of the language, because, according to Broughton and Scrivener, the syllabuses are grammatical and the language is grouped by purpose. The primary skills, such as reading, writing, listening and speaking, are generally taught at an insufficient level. Nevertheless, as Scrivener says, this method, with all its potential disadvantages, has been used very often in schools worldwide, "and is still the predominant classroom method in some cultures" (Scrivener, 2005).

Let us now turn our attention to modern methodology, its aims, philosophy, and procedures, and some examples of its methods. Unlike traditional methodology, modern methodology is much more student-centered. According to Jim Scrivener, the teacher's main role is to "help learning to happen," which

includes "involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc." (Scrivener, 2005). Broughton adds that "the language student is best motivated by practice in which he senses the language is truly communicative, that it is appropriate to its context, that his teacher's skills are moving him forward to a fuller competence in a foreign language" (Broughton, 1994). Briefly put, the students are the most active element in this process. The teacher is here not to explain but to encourage and help students to explore, try out, make learning interesting, etc. Though being essential, the aim of learning a foreign language according to modern methodology is still discussed, and there is a variety of possible aims. In his book Learning Teaching, Jim Scrivener claims, that nowadays a great emphasis is put on "communication of meaning" (Scrivener, 2005). Jack C. Richards also highlights the communicative competence which is, as he defines it, "being able to use the language for meaningful communication".

Thus many professionals refer to this methodology as the Communicative Language Approach. Another group of authors headed by Broughton propose a different idea. They point out that foreign languages are taught "not simply for the learner to be able to write to a foreign pen friend" but to broaden his or her horizons by introducing "certain ways of thinking about time, space and quantity [and] attitudes towards" issues we have to face in everyday life (Broughton, 1994). Briefly put, some people learn a foreign language most importantly to be able to communicate with foreign people and other people learn a foreign language above all to see the world from a different point of view, to discover new approaches to life or to find out about other cultures. Since modern methodology is aiming for something different, also the way to achieve the goal has changed. As pointed out by Jack C. Richards, "attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different

communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs and so on" (Richards 8). Teachers' methods, courses, and books had to be adjusted to new needs of the learners to fulfill their expectations. Instead of grammatical competence, communicative competence became the priority. Ronald V. White articulates three principles of modern methodology: firstly, "the primacy of speech"; secondly, an emphasis on "the centrality of connected text as the heart of teaching-learning process"; and thirdly, an "absolute priority of an oral methodology in the classroom" (White, 1988). Instead of memorizing grammatical rules and isolated vocabulary, modern methodology prefers to present contextualized language and to develop skills.

Let us now focus on one important part of modern teaching – teaching skills. The main skills are listening, speaking, reading, and writing. They can be classified into two groups: receptive (listening and reading) and productive (speaking and writing). These skills consist of sub-skills; for example, reading includes skimming (reading for gist), scanning (reading for specific information), intensive reading, and extensive reading. While listening, students can listen for gist, or for specific information: for some details, like numbers, addresses, directions etc. In real life we do not normally listen for every word spoken. Therefore, as many professionals today agree, the task should be realistic too. The tasks should improve skills, not test memory. According to Jim Scrivener, with receptive skills it is always better to assign one task, let the students accomplish it, have feedback, and then assign another task, let the students read or listen to the text again, have feedback, etc. Scrivener also points out that the tasks should be graded from the easiest to the most difficult, or, in other words, from the most general to the most detailed, and the students must know what the assignments are before the listening or reading itself is done. If the students do not manage to accomplish the task, the teacher should play the listening again or give them more time for reading (Scrivener, 2005). According to Jack C. Richards, "fluency is natural language use occurring

when a speaker engages in a meaningful interaction and maintains comprehensible and ongoing communication despite limitations on his or her communicative competence". As stated by Richards, modern methodology tries to keep a balance between the fluency and accuracy practice (Richards, 2008). There is another aspect important in speaking activities. This vital aspect is context and purpose. This is supported by the opinion expressed by Jill and Charles Hadfield who claim, that activities which mirror real life situations and which have a goal, for example finding a rule, are "more interesting and motivating for the learners (Hadfield, 2003).

We can recapitulate the above mentioned ideas by stating that skills should be taught in a context which is close to real life situations in which students might well find themselves, the practice should be involving and the activities should be well aimed and executed. This approach helps learners to be motivated and interested in the subject matter. Teaching grammar in a modern way is an essential part too. Unlike the traditional method, however, the presentation of new grammar also involves students very much. Students of the methodology courses at Masaryk University are advised to remember and observe four conditions of a good grammar presentation which are: the creation of a safe atmosphere, the feeling among the students that tasks are achievable, that the students show understanding, and that the students actively listen to, speak, read and write the new language (advisably in this order). As it is emphasized in these courses, the meaning should be taught before the form. Jim Scrivener also makes a good point by stating "Keep it short" (Scrivener, 2005). Keeping this rule in mind when teaching is essential, since long explanations often become confusing and boring. Scrivener also emphasizes, that "the monologue may provide useful exposure to one way of using language, but it isn't sufficient to justify regular lessons of this kind". This point highlights the need for the students' participation and interaction. Some ways to involve students in the grammar presentation are elicitation and personalization. These two methods appear to be very useful tools. Students always

seem to be interested in their teacher's personal affairs, friends, etc. In fact, situations that the teacher presents as personal do not always have to be true. Elicitation meanwhile invites students to be active, to take part in the lesson, to present their knowledge and ideas. Since most of the interaction is going on in English, modern methodologists recommend checking understanding throughout the grammar presentation. As suggested by many linguists, the teacher can carry out this essential procedure by using timelines, examples, (if suitable) visual aids, or by asking concept questions. Concept questions highlight the meaning of a target language item and are simple to understand and to answer (usually 'yes' or 'no', possibly 'we do not know'). However, very often they are not easy to make up. They are asked in the target language, though they must not contain the structure or word being taught. The presentation should be followed up by appropriate practice which is usually controlled, guided and free respectively. These suggestions agree with Jim Scrivener's statement that the "ability to use language seems to be more of a skill you learn by trying to do it [...] than an amount of a data that you learn and then try to apply" (Scrivener, 2005). It appears that encouraging students to 'play' with the target language is very effective in helping them learn to speak it. Modern methodology includes a number of methods. One of the effective methods for presenting new language is so called 'guided discovery.' Scrivener defines it this way: the teacher is "leading people to discover things that they didn't know they knew via a process of structured questions" (Scrivener, 2005). The teacher can also introduce a situation, a context, and elicit the language from the students. A suitable reading or listening can be used as a source of the new language. As demonstrated at Masaryk University, yet another valuable method is Test-Teach-Test, in which the students test themselves, or in other words discover what they already know, revise or learn something new and then practice the new language. These methods seem to be interesting, involving, efficient and probably highly successful. Vocabulary or lexis is a very important part of learning a language. However, what does teaching

a word involve? What should a learner know about a word to be able to say "I know this word"? In a guided discussion in the methodology training at Masaryk University the students and teachers agreed that the important issues are its meaning(s), its pronunciation (both individually and in a sentence), its spelling, its various forms (tenses, plural, etc.), its uses (position in a sentence), its connotations, and its collocations (among others). All of them do not have to be taught in one lesson, of course.

We will now consider the modern ways of teaching lexis. One has probably met many ways to teach or revise vocabulary. As suggested by Jim Scrivener, the most popular or the most common methods in modern teaching are: These lists definitely do not include all the methods a teacher can use. However, these methods can be used in a variety of activities, such as pre-teaching, listening for lexis, reading for lexis, using a dictionary, etc Pre-teaching lexis can help students to recall items they have met before as well as learn new words. Jim Scrivener points out that "the main aim is to help ensure that the following activity will work (because there will be fewer stumbling blocks of unknown lexical items)." Scrivener adds that pre-teaching can be used successfully to practice some words "useful in [their] own right" (Scrivener, 2005). In classrooms, pre-teaching seems to be helpful and can be very exciting and involving. Introducing and establishing the meaning of new item of lexis is, nevertheless, not enough. Scrivener claims that learners need to "meet new lexical items and understand their meaning(s), the ways they are used and the other lexical items they often come together with," practice using the new vocabulary, remember them and finally "recall and use the lexical items appropriately". This can be done in a vocabulary lesson. The vocabulary lesson is a lesson with the main aim of teaching and practising vocabulary, not grammar or skills. As stated in the book "Teaching English as a foreign Language": "Language item which is not contextualized is more difficult to remember and to use" (Broughton, 1994).

To sum up the modern methodology principles, we can highlight the student-centered interaction which is connected to the involvement of the students in everything going on during the lesson. This shifts the teacher's role to not causing the learning, but helping learning to happen. The teacher's task is to choose activities suitable for their learners, to guide them in the lessons and to encourage them to experiment with the language. The modern methodology comprises a rich variety of methods which should have some common features: activities involving students and close to the real-life situations. To be effective, the methods follow after each other in a suitable order, and there should be a balance of teaching focused on different aspects of the language.

To conclude, the main differences between traditional and modern Methodology is that traditional Grammar-Translation Method focuses on teaching rules and practises it in translating. The aim of modern Communicative Language Teaching is to teach the learner to communicate – simply put, to get the meaning through. The Grammar-Translation Method prefers routines and a limited number of methods, such as lectures, translation activities and drills. By contrast, Communicative Language Teaching consists of a great number of activities with different aims which are (or should be) balanced. The Grammar-Translation Method relies on memorizing rules and isolated items of lexis. However, Communicative Language Teaching employs more contextualized information and practice similar to real life situations, which is attractive for learners. The Grammar-Translation Method claims that students learn well if they listen to the teacher and do not make mistakes. In contradiction to that, the Communicative Language Approach suggests that one has to experiment with the language, to learn using it. The next chapter will present the experience and opinions of teachers and students connected to the theory described in this chapter. The latest step in the evolution of modern EFL teaching methodology appeared with the introduction of the latest technological achievements. The aforementioned terms CALL and MALL are no longer treated as only supplementary aspects of the

teaching; the technology is moving towards the aim of completely substituting many, if not all, functions of a teacher. So, what can this young didactic world of CALL and MALL give today's classroom and independent learning process, and what is this world generally about?

As maintained by Ur (2002), the term CALL is losing its sense nowadays, as computers turn from a supplement into an essential component of most classrooms and learning processes. She assimilates their essentiality to black- or whiteboard. At their broadest, the digital materials included into CALL can be classified as follows:

1. The interactive whiteboard (IWBs) and data projectors. The function of data projectors and IWBs is that of large-screen displaying. Connected to a computer, these devices can project pictures, texts, pre-scanned textbook pages, videos, presentations, i.e. are a large-format substitution of a regular computer screen. In addition to that, IWBs are sensitive to the touch of a finger or special pen-like stylus, allowing similar manipulations as those with the whiteboard. IWB can also hide and display text and pictures, play audio and video from the textbook page, and process teacher-added files. It can also save the material worked on with the help of it for future usage by the teacher or students.

2. Internet websites. Teachers and learners of foreign languages can both greatly benefit from the Internet. The major fields of its usage, as **Ur (2002)** suggests are:

- reading texts, either from 'authentic' sources (i.e. not originally designed to be used for teaching), or from English-teaching websites

- listening texts as *YouTube* videos, or audio podcasts

- tests, workpages, exercises and so on, from the various English-teaching websites, such as the British Council's *Teaching English,* accessible from www. teachingenglish.org.uk

- self-access exercises and tests for students to use on their own

3. Digital means of communication. Email, instant messaging, and mobile phones can be treated as the components of this category. E-mailing is very convenient both in student-student and teacher-student communication outside class. It is a convenient, yet free-of-charge means of handout distribution, distant assigning and assignment submission, logistical notification, and so on. Instant messaging is handy for building networks of teachers and real-time professional communication and experience sharing, as well as informal interaction between students in target language with the possibility of contacting native speakers of the target language. Analogous features are applicable to mobile phones, which can be a tool of informal communicative writing development and a portable storage of materials for revision at virtually any place.

4. Wikis and blogs. An online tool where the host uploads desired text and content and others can edit it or leave comments about it is known as wiki. Wikis are extremely useful for commenting and editing student's written products both by a teacher and other students (peer evaluation and editing). Unlike wikis, blogs don't allow modification of the host's content, which makes them suitable for online assignments and discussing certain issues of the subjects.

5. Digital recording. Computer in its variety of forms can record video or sound of fair, if not good, quality once enabled with add-on devices (web camera, microphone, video capture card). Most of the latest mobile phones can do the same without the need for any add-ons. This makes it possible to record classroom events for further analysis or stream the live video or sound via Internet.

6. Small-scale publishing and printing. Modern word processing and designing computer software, as well as high availability of printing devices, allows assigning students the tasks of publishing written products within or beyond school, which opens broad fields for their creativity.

Another trend in the evolution of modern ELT methodology is the application of Media-Assisted Language Learning (MALL) and its means in the teaching and learning process.

MALL shouldn't be treated independently. In fact, modern capabilities of personal computers allow them to handle any kind of media, thereby making MALL an integrative part of CALL. On one hand, MALL must be understood as an essentially older issue than CALL, as a reality of pre-computer-era classroom. That doesn't mean, however, that media-assisted language learning is an outdated practice; it simply is more limited due to obvious functional limitations of non-computer media devices. These limitations become apparent when MALL is understood as the usage of electronic media that doesn't involve any control or active manipulation on the side of the learner. That means, MALL is about the usage of linear non-computer multimedia with learners functioning as "passive" observers of multimedia demonstration session. MALL has quite an obvious classification of the means and resources it uses which includes:

1. Videos. Displayed on a regular TV-set or projected, live or recorded, videos in language learning take a variety of forms: from highly specific video-lectures and short demonstrative sessions initially created for classroom usage to entertainment movies or authentic programs which the teacher supplements with tasks to expose the learners to real-life usage of language.

2. Audios. The era of cassette players allowing quite a limited sound quality is nearly over with the widespread usage of modern hi-fi digital audio players, which the teachers use to play back target-language songs, supplementary CDs of textbooks, recordings of radio broadcasts and real-life sounds, monologues and conversations. Availability and portability of modern sound-recording equipment enable the teacher to create own audios suitable for an individual group of learners.

3. Still images. The ability of modern digital players to not only decode and display motion picture, but digital still images, with the possibility of viewing them as slideshows, make it handy for the teacher to bring in large sets of pictures into the classroom. This adds a logistical convenience removing the need to print the pictures out, which, if not expensive, than is a time-consuming and special-equipment-bound procedure. Slide projectors displaying factory-made transparency films enter this category as well.

4. Text. This digital means of MALL is mostly connected with an overhead projector (OHP), a device that can display text or simple graphics previously written or printed on a transparency sheet. Text is also used as a supplementing medium when viewing videos with subtitles running synchronously with the spoken audio.

The classification above clearly deals with content playback forms, but not devices that do the playback. The field of devices is so versatile today that barely any classification can tackle all existing ones.

The awareness of multiple digital means and resources that exist within CALL and MALL itself cannot ensure that a teacher or learner can successfully apply them. For this, one must know how to connect the digital means to the goals set before the teaching and learning

1.3. Linguodidactic Basis of Using Video in the English Language Classroom

Video is a valuable and possibly underused classroom tool. There is always the temptation to simply put a video on at the end of term and let our students watch a film without even challenging them to be actively involved. As E.N.Solovova states, video is one of the way of activization of speech-mental activity of students (Solovova 2008: 91). Video as a listening tool can enhance the listening experience for our students. We very rarely hear a disembodied voice in real life but as teachers we constantly ask our students to work with recorded conversations of people they never see. This is often necessary in the limited confines of the language institutions and sometimes justifiable, for example, when we give students telephone practice. However, we can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that our students can observe in a video clip, provide an important visual stimulus for language production and practice. So, there are various views provided about the effective usage of video materials in the classroom by different linguists which the further part of the paper deals with.

"American movies and television programs offer an excellent opportunity for students to develop fluency in English" (Donley 2000). However, this is not the only skill the video materials develop in students. The great value of video lies in its combination of sounds, images, and sometimes text (in the form of subtitles), together with the socio-cultural information about habits, traditions, culture, etc. All this makes it comprehensible tool for teaching vocabulary, developing communicative language skills, non-verbal communication, cultural awareness, etc. Numerous sources report on how audio-visual materials enhance the learning of foreign languages, yet there is little empirical data and research to support the proposition that video facilitates in the learning of foreign languages. Nevertheless, the research is warranted to show the effectiveness of video materials in language learning process. It is intended to indentify whether the video content have to be authentic, and what strategies would probably enhance the foreign language learning.

Dr. Samir M. Rammal (2005) states that authentic video material, especially that which represents what goes on in a non-ELT environment, designed for its entertaining value rather than language teaching, is a rich and exciting source of video software for instruction in an English as a second language (ESL) classroom. It presents real language in the sense that native speakers use it in real daily life interaction. Since the main goal of the student is to be able to communicate in the target language, "authentic visual examples of the language are the most proper way to help them" (Stempleski, 1987)

Moreover, authenticity of the material raises the motivation and interest of the students. The studies show that these materials are very influential in increasing the students' motivation and teaching a foreign language (Akar and Yildirim, 2000). The study notes that students began to participate in the classroom more actively, tried to ask more questions about the topic, and always came ready to the classroom. Over some period, some students were spotted discussing and analyzing the film outside the classroom. At the same time, Canning-Wilson (2000) suggests that the students like learning language through the use of videos.

One of the results of her survey shows that learners prefer action/entertainment films to language films or documentaries in the classroom. She states, although, these films may seem to hold student interest. She believes that it could be inferred that student comprehension of the video may be due to the visual clues instead of the auditory components. Besides, different presentations or activities after watching video content may also contribute to raising the motivation of the learners. The Toronto Board of Education (1972) undertook a study of television as a teaching aid. Various types of lesson presentations were employed in the experiment, including interviews, demonstrations, illustrated lectures, direct instruction, and remedial teaching. Three subjects, art for middle schools, science for elementary schools, and guidance for high schools were chosen as the basis for the lessons. The report noted that telecast portions of the lessons stimulated pupil interest and motivated expanded activities. Additionally, a conclusion reached was that more than one presentation of each telecast was necessary for optimum effect upon learning and retention.

At this point, the researcher may also assume that after watching video, not only the motivation and interest are raised, but also critical thinking and comprehension are developed. Research by Herron, Hanley and Cole (1995) indicates that the visual support significantly improved comprehension scores with language videos for English speaking students learning French. The results of the study indicate that extensive comprehension is facilitated by the richness of the context that visual organizers, such as educational videos, provide. Similarly, Kate M. Donley (2000) states that using videotaped material facilitates better comprehension of the intended messages. Besides, it provides an authentic pattern which, when carefully copied by EFL learners, can save them any kind of embarrassment while communicating with people from the target culture. Moreover, it is obvious that visual clues clarify the meaning since the speaker is going to use language patterns both verbally and non-verbally.

In addition, real-life video content provides the learner with authentic look to the culture. Through viewing native speakers in real language interaction, the EFL

learner is exposed to the cultural aspects that accompany language use in communicative settings. Video appears to be a rich source for teaching culture because it presents students with an image of a "living vibrant people who use the target language for daily communication" (Herron, Cole, Coreb, and Dubreil 1999). In addition to being a context-rich source of cultural data, concrete visual images exercise the most powerful influence on learners' behavior. Herron et al. (1999) remind us that today's students are pan of the television era and that visual aids help them with cultural awareness. The findings of the present study (Herron et al., 1999) suggest that introductory level college French students can improve their knowledge of cultural information from experiencing the curriculum, presented in the research. At the beginning of the study, students took a pretest on cultural information that would be presented in the videos during the course of the investigation. At the conclusion of the study, the students took a posttest identical to the content of pretest. Scores of overall cultural knowledge were significantly higher on the posttest than on the pretest. These findings support initial hypothesis that beginning foreign language students, over the course of one semester, can significantly improve their overall cultural knowledge from viewing the videos and participating in the other classroom activities associated with the curriculum.

However, there are some researchers who prefer to use non-authentic video content rather than authentic ones. "People always assume that 'authentic' means good. It is seen automatically as a sign of approval" says Viney (2004) and suggests the reason of avoiding authentic material on video. Viney states that teachers spend hours choosing right material, and even more hours in planning how to use it. Moreover, video material is nearly always too much long, and at the end instructor is stuck with all sorts of things which can be explained but it do not worth a time. In addition, Viney claimed that authentic material is used because teacher loves it, when it does not mean that the student will. It shows that authentic materials are mostly time consuming and need great effort to be used in classroom effectively. Another research (Richards, 2001) points out that authentic materials often contain difficult language, unneeded vocabulary items and complex language

structures, which causes a burden for the teacher in lower-level classes. Richards also mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts.

Nevertheless it does not mean that teachers, who use authentic video, do not know about the existence of such disadvantages. They face them almost every day, and able to use materials in the most effective ways, because the ends justify the means. To achieve those means, the video content should be used in various strategies, which help to enhance the language learning more effectively. For example, Kate M. Donley (2000) suggests using "viewing sheets" consisting of easy multiple-choice questions, which the students answer as they watch the video. Besides, she proposes that it is better to conduct pre-viewing and post-viewing discussions in conjunction with viewing sheets. Sheets promote understanding of key events and provide an outline for discussion. During the lesson, students actively listen to and participate in conversations about a topic, thus developing critical aspects of fluency. The results show that students were able to improve their fluency, and in the final oral test gained top scores. Moreover, John Scacco (2007) had improved Donley's strategy, and recommended using a book and its accompanying film. He implies that the book provides the teacher with so many potential activities that an entire course could be built around just one title. According to Scacco (2007) the lesson should contain pre-viewing, while viewing and post-viewing tasks. They help to comprehend easily the content, to obtain the new vocabulary and culture, and develop reading skills, as well as listening skills. Moreover, the degree of motivation is great. Learners interested in differences between book and the film. The researcher found this strategy more effective, because it uses integrating skills. Films help the learners to develop their listening skill; discussions improve speaking skill; books enhance the reading skills. At the same time, the writing skill may be advanced with a help of various writing assignments.

However, there is another interesting approach in teaching foreign language with authentic video materials. Carney, N., and Foss, P. (2008) states that student-

produced video introduces students with case writing, directing, acting, editing a movie skills. This is in turn stimulates interest in the language and requires students to interact in activities that involve problem solving and higher order thinking in the second language. Carney and Foss organized two projects, in which students produced four short films (first project) and one long film (second project).. The results of the research point out different positive aspects of the projects. In both projects learners had to use as much English as possible, write the script to the film, proofread it, so the skills are integrated. Besides, students spent most of the time together, which developed their cooperative learning skills. On the contrary, there are also negative aspects of those projects. That is, instructor was not able to work closely with students to monitor their pronunciation and intonation. Learner had a little time, and was not able to accomplish the project properly. This approach seems not successful, but researcher thinks, with some changes of organization and activities, the method can be successfully applied to the language learning process.

In conclusion, other researchers have shown that using authentic video material in the foreign language learning process has many beneficial effects. Those materials help learners to improve their fluency in target language, to develop their listening, speaking, reading and writing skills, and to explore new culture. Video content was found to be effective in increasing students' motivation and interest in target language, thus enhance their participation and attendance in the classroom. Researches show that in conjunction with the video material, teachers also should use pre-viewing, while-viewing and post-viewing activities. In addition, video content can be accompanied with various writing and reading assignments to make the comprehension easier. Now, researcher sees the possible ways of conducting further research and achieving the main goal.

The ways multimedia and videos are widely used in the practice of ELT, which can be dealt with in the next chapter.

SUMMARY

The studies described above in this chapter helped reveal a number of important aspects of the use of electronic media; particularly, authentic video material; in modern EFL teaching classroom. Having started with an analytical exploration of the features of such a classroom, it led the researcher to the points about the present-day need of interactive, or "outward", usage of language; and about the need to take account of not only competence (i.e., the mastery of language), but performance (i.e., language used for definite pragmatic purpose) as well. Moreover, of the two, i.e. knowing how to perform and performing itself, the latter must be prioritized as language is primarily a means of communication, but not a system, awareness of which is the top virtue. Besides, another part of the secondary study recalled the notion of learning styles and the importance of providing for a combination of the maximum of them. Examined against that capacity, video materials can provide for visual, auditory, and (if supplemented with mingling-oriented activities) kinesthetic learners' needs. That makes them a perfect tool for instruction and skill mastering.

Later on, the research has examined and contrasted traditional and modern methods of teaching EFL and focused on revealing the drawbacks of traditional ones, mostly based on teaching grammar and translation; and the strength of modern communicative approaches. Rather outdated teacher-centered paradigm where the learners are to behave obediently and are under total control of their instructor was also examined in the course of the study. Many advantages of learner-centeredness over teacher-centeredness were inferred as a result of a comparative analysis. In the course of the secondary study, it has also been revealed that modern EFL teaching has made essential such novelties as CALL and MALL, which include a variety of means able to fulfill a wide range of didactic purposes and greatly intensify and speed up the learning process.

An overview of studies and their findings already done in the field of adding technology and video to the EFL classroom practices and its linguodidactic

implications has finalized the secondary study and the current chapter. Among the findings it shed the light one were the benefits of the videos in raising cultural awareness, developing learner fluency, raising motivation, extending comprehension spans, integrating various skills, and opening up the possibility of designing various activities and supplementing viewing with different teaching materials.

CHAPTER 2. TECHNOLOGY OF TEACHING ENGLISH USING VIDEO

2.1. Principles of selecting video materials for English lessons

Whether using authentic or instructional videos, there are criteria to be followed in their selection. Stempleski (1992) suggests that teachers ask themselves the following questions before choosing a video or video series:

Inspiration/Motivation/Interest: Will the video appeal to my students? Will it make them want to learn? For example, a scene from ***Joy Luck Club***, a movie about conflicts between first- and second-generation Chinese American women, may be of limited interest to a class of language students whose major is English.

Content: Does the content match my instructional goals? Is it culturally appropriate for the learners? Is the topic discussed there acceptable for them? On the other hand, ***Great Debaters***, a film about debaters, may be of great interest to the class of language learners as it provides them with the rules of debating and useful expressions which will help them to improve their debating skills.

Clarity of message: Is the instructional message clear to the students? Here the teacher is vital. Preparing the learners to understand what they are going to watch makes the difference between time wasted and time well spent.

Pacing: Is the rate of the language or instruction too fast for the students? Many authentic videos move at a pace difficult for a nonnative speaker to follow. Even an instructional video may be too fast paced and dense for adults new to English.

Graphics: What graphics are used to explain a concept? Do they clarify it? Do they appear on screen long enough to be understood by the learner? In some instructional videos, graphics, charts, and even language patterns may be on the screen too briefly to be fully comprehended.

Length of sequence: Is the sequence to be shown short enough? With second language learners, segments that are less than five minutes are often sufficient. A two- to three-minute segment can easily furnish enough material for a one-hour lesson (Stempleski, 1992).

Independence of sequence: Can this segment be understood without lengthy explanations of the plot, setting, and character motivation preceding and following it? Teachers need to decide whether it's worth investing the time and effort to prepare learners to understand the context of certain language and cultural nuances, or distinctions. For example, the context of a vignette from a television situation comedy such as Friends, which explores the relationships among six white twenty-something New Yorkers, is much more complex than a scene from a film such as Mississippi Masala, which explores an interracial relationship.

Availability and quality of related materials: What print materials accompany the video? With videos designed to be used for English language instruction, the accompanying textbooks, resource books, and workbooks need to be examined carefully to see if they meet the instructional needs of the learners. With authentic videos, transcripts may be available. If a movie has been adapted from a short story or novel, the text can be read before or after viewing the video.

Use of videos: How will I use the video? In the classroom, a teacher can help students tackle video presentations that are linguistically more complex and in which the story line and characters are more ambiguous. Videos of this type should probably be avoided when assigned for self-study (Stempleski, 1992).

Modern spread of technology allows a wide range of videos available for any EFL teachers. We decided to stop at a selection of those having strongest didactic and skill-developing potential, out of which we shall later choose one meeting most of the aforementioned criteria.

Recently, several videos for adult English language learners have been produced for broadcast on public television stations and as videotapes to purchase. They are published in multimedia packages that include teacher texts, student books, audiotapes, and, in some cases, reading texts, reproducible masters for the classroom, and assessment materials. These videos may be used in library programs, community-based programs, or workplace programs where learners meet with an instructor weekly or monthly, but most of the learning is through self

-study. The following videos are marketed for use with adult English language learners in classroom, distance learning, or self-study settings

Crossroads Café. This series was funded by the U.S. Department of Education and several states, and broadcast on public TV in 1997 and 1998. It tells the story of an ethnically, culturally, and linguistically diverse group of individuals who work at and patronize a café. They face challenges common to many immigrants (and to some non-immigrants as well). Two instructional segments are included in each episode; one is on culture, the other on language patterns. The multimedia package that accompanies the videos includes workbooks and photo stories for learners and transcripts and resource books for teachers. Assessment packages containing video and audiotapes and black line masters can be used to measure student progress in reading, writing, listening, speaking, language structures, and critical thinking. In addition, there is a partner guide with activities for native speaker friends, relatives, or tutors to use in working with the English language learners outside the classroom.

On Common Ground. This series on U.S. history and government was produced by INTELECOM with funding from the Immigration and Naturalization Service and was broadcast on public television in winter/spring of 1999. Like Crossroads Café, it uses a story line. Segments on such issues as freedom of speech, due process of law, economic rights, diversity, civil liberties, and equal rights show learners how to exercise their rights and responsibilities as citizens.

TV 411. The Adult Literacy Media Alliance (ALMA) has produced a series of 26 videos for native English speakers that is adaptable for English language learners. The videos are centered on the themes of parenting, health, and personal finance, and each episode includes celebrities, personal stories, and recurring characters as well as segments on word play and math. For example, in *Laverne,* actress Liz Torres plays a store clerk who helps a customer calculate how many diapers to buy his triplets for one week. The fast pace and combination of animation and live action keep the interest level high for viewers of this series. (It

has been broadcast on both PBS and cable TV.) This also means, though, that the English language learner must have excellent listening skills and advanced level vocabulary. The student texts that accompany the videos are in magazine format.

Connect with English. This video series uses a soap opera approach to language learning, as it follows a year or so in the life of a young woman from Boston who leaves her home to pursue her dream of a musical career in San Francisco. *Connect with English* consists of 25 videos, each containing two 15-minute episodes and a segment where English language learners express their views on the characters' actions and on the cultural concepts explored in the videos. The series includes study guides for classroom work, home-viewing guides if the series is used for distance learning (without the support of a class), and reading texts. It was produced and is telecast by WGBH-Boston. Unlike *Crossroads Café,* most of the characters in *Connect with English* are young, native speakers. The staging and filming of this series give it authenticity; it almost appears to be a broadcast TV drama. Because of this, and because the level of English needed to comprehend this video is higher than for *Crossroads Café, Connect with English* is appropriate for secondary school students and students in intensive English language programs, as well as for adult learners.

Other Instructional Videos: A video series for self study is *Inglés sin Barreras* (Lexicon, 1998), which contains student manuals, student texts, transcripts, and audiotapes to be used with the 15-minute lessons on the video. In this series, instructors present actual lessons to a studio class. The language and structures are chosen to reach adult (Spanish-speaking) learners at beginning English levels.

A Day in the Life of the González Family is an instructional video with student text and teacher's guide that must be used in the classroom. The video is a spark for adult English language learners to develop communication skills while acquiring cultural content knowledge relevant to their daily lives. The majority of the content and language is in the accompanying print materials. The textbook consists of 10 thematic units that lead learners from guided language practice

through project-based activities. These activities support development in vocabulary, grammar, literacy, and problem solving.

English for New Americans (Random House, 1999) is a three-video series designed for use in the classroom as well as for self study. It includes videotapes, audiotapes, and student workbooks for beginning and intermediate level adult learners. Each video contains seven short lessons on such topics as enrolling children in school or applying for a job. The video's four recurring characters are a Chinese woman, a Russian man, and a Mexican husband and wife. An unusual feature of this series are the unscripted clips of native and nonnative English speakers responding to questions on the lessons' topics from their own experiences. Transcripts of the video are available.

The review of the videos above has led the researcher to realizing the need of taking into consideration a criterion Stempleski ignored. This is the criterion of authenticity. If not considered when selecting videos for the classroom, it can lead to artificializing the context and habitualizing the learners to non-real-life situations. For that reason, the researcher has chosen ten episodes from *Bing Bang Theory* to carry out his research with the students as it meets most of the requirements for video material selection mentioned by Stempleski and besides, remains authentic and is not targeted at language learners. The selected video is an American sitcom which is centered around five characters: roommates Leonard Hofstadter and Sheldon Cooper; waitress Penny, aerospace engineer Howard Wolowitz and astrophysicist Raj Koothrappali. The intellect of the four guys is contrasted for comic effect with Penny's social skills and common sense. First of all, it can get students interested for its humorous content -- it is a comedy with different situational jokes and funny moments. Another important factor is it teaches American culture to students which enhances their socio cultural competence. Besides, the content is also appropriate for my learners as it is about four guys who specialize in different spheres of science and all their talks are mostly about science, that is, from educational sphere. Pacing is also adequate for students to be able to catch up with what is going on in video. To meet the

graphical requirements, subtitles are provided at the bottom part of the screen which enables students to have full comprehension of the video. Independence of sequence is another asset that this series contains enabling students to understand different episodes regardless of previous or following ones. Another important aspect this series possesses is the length of an episode which is around twenty minutes. The researcher considers it to be perfect timing for a pair of lesson, twenty minutes of which is used for video watching and the rest 60 for integrating the video with didactic practices in the forms of discussions, pre-, while-, and post-watching activities involving other language skills. As it is very popular sitcom, the scripts of it can be found from the internet with minimal difficulty both for teacher and students, with the possibility of assigning home reading of the scripts as a means of simplification.

The video we've examined appears to possess most of the features that make it successful for utilizing in an EFL classroom, thus the researcher has stopped on it as the one to be used in the experimental part of the current research.

2.2. The techniques and ways of using video in EL classrooms

Now as the video to be used in this research has been selected, it is important to discover the ways it can be introduced to the learners. According to the Russian methodists, working with the video includes 1) three stages (pre-textual, while-textual and post-textual tasks) (Solovova 2008: 97) or 2) five stages (preparational, receptive, analytical, reproductive and productive) (Komarova 2006:193). At the same time Milli Fazey of Kentucky Educational Television (KET) (1999) suggests that teachers think of using a video as a three stages, including pre-viewing, viewing, and post-viewing activities. In the frame of our work we support the last three pointed stages, which can be characterized in the next way.

Before presenting the video, the teacher must engage the learners' interest in what they will be doing and prepare them to do it successfully. The teacher tells the students or leads them to discover for themselves why they are viewing the

video. Preparation may include a pre-viewing reading activity or a discussion of new vocabulary from the video. It may involve looking at still pictures from the video and predicting language and content to be covered. Finally, pre-viewing preparation means ensuring that an operating VCR and monitor is available and that the screen is large enough for all students to easily view the film. Fazey recommends using a 20-inch screen for a class of 12 to 15 learners.

While learners view the video, the teacher should remain in the classroom with the learners to observe their reactions and see what they do not understand, what they are intrigued by, and what bothers them. The teacher is there also to press the pause, rewind, and play buttons as needed. Sometimes it is best to leave the lights on. This facilitates the teacher's observations and enables learners to take notes and to complete worksheets prepared by the teacher. The teacher can provide students with some tasks to be dealing with while watching the video which could include filling the gaps, true false statements or multiple choice statements. This would encourage students' active participation and watching of the video.

After the viewing, the teacher should review and clarify complex points, encourage discussion, and explain and assign follow-up activities whether they are included in the student texts and materials that accompany the instructional videos or they are developed for authentic videos. For example, post viewing activities can include discussing in small groups the language and cultural concepts presented in the video, work on grammar and vocabulary taken from the language and structures used in the video, and then do a consensus-building and problem-solving activity and complete a project that takes them to the larger community.

There are many things that can be done with the videos in the course of teaching a language. There is a wide variety of them, out of which the most noticeable points will be examined below. This will take the form of a sketchy description of the pattern that each activity type has; thus, they could be adapted for use with any particular video depending on availability. Moreover, the activities below are targeted at a variety of learner levels and are designed within the principles of communicative approach.

Harmer (2007) suggests a variety of viewing techniques when using films and videos in EL classrooms which include:

1. Show only the picture. Commonly referred to as "silent viewing", this presentation techniques involves playing a video sequence with the sound turned down and having students decide what is happening and what the speakers are probably saying. The technique is appropriate for use with dramatic sequences containing visual clues about the situation or relationships among the characters.

2. Freeze framing. This is another technique which keeps students attentive while watching video by freezing the picture in the video and asking students what they think will happen next. This one is as good as the former one in terms of effectiveness and enrollment of critical/ creative thinking.

3. Partial viewing. This is one of the most unusual and original techniques which could be used during the lesson according to which most of the screen is covered with a piece of paper causing difficulty for students to watch. And, the students are asked to guess what is going on in the video by calling for discussion.

4. **Picture or speech.** Sometimes this technique is referred as split viewing and It presupposes students' working in two groups half of whom watch the video and the second half faces away. The ones who face away will express their opinion about the setting of the conversation and characters while second half will correct them and check their understanding.

5. **Subtitles films**. Usually students with lower level have hard time with keeping up the flow of speech and understanding the video. In such cases, subtitles are provided with help students see and hear at the same time which enhance their understanding. However, most students find subtitles distracting and ask the teacher to switch it off.

6. **Picture-less listening**. It is listening to the audio before watching the video. However, this is not always effective as students can get bored if a video lasts for more than ten minutes.

7. **Describe the speaker.** This activity, which is good for reviewing descriptive adjectives with students works best with a sequence in which the voice of only one character is heard, sucha as a one sided telephone conversation or a monologue. The teacher distributes or writes on the blackboard a list of adjectives, some that describe the character in the sequence and some don't.

8. Five W's and H.(who, what, why, when, where and how) This activity works well with brief excerpts from news program documentaries in which a single presenter introduces a subject, such as the 1st minute of the KOKO sequence on the national Geographic documentary Gorilla. The teacher beging by writing six questions words on the board.

9. **Play only the beginning**. In this technique teacher only shows the beginning of the sequence, ask the class to predict what they will see and hear later in the video story.

10. **Write the dialogue**. Students are asked to pick a five minute part of a previously watched video and write the script for it which should be completely different from the original one. Students will work in pairs and different variations of scripts for the video is compared and performed in the classroom.

In our opinion is more effective result in teaching EL gives DVD as multimedia tool. Its technical characteristics were described by M.U.Novikov (2007:19). By the help of DVD we can manage the temp of the speech, that help for semantization of acoustic image of the lexical units, grammar constructions and to avoid the meaning mistakes. This type of the task is called ralantive (in French - ralentir, in Russan - релантивный) in the methodical literature (Novikov 2007:19). For example: 1) Listen the phrases/sentences in the slow temp and choose the phrases and sentences which link with the plot of the film. 2) Listen the phrases/sentences in the slow temp and choose the adequate translation to them. 3) Watch the fragment of the film in the slow than in normal regime. Extent the dialogue with suitable replicas.

DVD can be used in many ways to cause effective learning of a foreign language. While working with video materials certain steps should be taken into consideration as pre-, while- and post- video stages application of which can bring effective usage of video. Besides, above mentioned techniques are recent trends in using the medium in EFL classrooms. And they can be used in different stages of the lesson depending on their type. With a little practice, teachers usually find video easy to use, and the resulting motivation and language learning outcomes are usually satisfying. The researcher used most of the techniques mentioned above and followed the stages of pre-, while- and post- stages of video viewing.

2.3 Approbation of the worked out technology

Subjects of the conducted research were the 2nd year students of English Philology with whom the researcher had Practical English classes. Students varied in age, level of English proficiency which is between elementary and intermediate and culture i.e. there were representatives of Uzbek, Russian, and Korean culture.

There were involved two groups of the learners in the research. First group was "215 A" which consisted of 12 students, while the second group "213 B" contained 8 students. The reason for having few students in both groups was that not all students wanted to participate in the research and some of them had issues with attendance. The researcher had pre-tests with the subjects according to the results of which experimental and control groups were formed. So, the researcher out of 20 subjects picked up the 12 ones who had lowest grades and they were put into an Experimental group. Rest of the subjects were put into a Control group. The reason that the researcher decided to carry out his study with lower level students is that he wanted to observe the improvements which could be made by the students with poorer academic skills than with the ones with higher results. Experimental group attended the Video lessons conducted by the researcher. Consequently, they were studied during the Video lessons in the Department of 1st

English philology, 8th building, Room 35. This group consisted of seven female and 5 male learners with different characteristics.

The Control Group consisted of 8 students seven of whom were female and one male. The researcher met with them several times to give them pre-test, post-test and to discuss some other things necessary for the research process. .

The researcher should mention that pre-interview of the learners of the both groups revealed that vast majority of them had no exposure to authentic videos in the process of their previous learning.

Materials and Equipment: the material of the study included authentic video content (taken from the book by Stempleski S., & Tomalin B.,1987), *video in Action (*taken from Richards, J., 1995), various teaching materials, gapped video content, internet based movie reviews, while-viewing information sheets, pre- and post – tests (*see Appendix*). These materials were designed and used to provide meaningful, relevant data appropriate for the research. Those data would probably be the progress of the learners in target language, i.e. English and culture acquisition, the enhancement in their speaking, listening and reading skills.

Most of the teaching materials were represented in aforementioned teacher's reference books. They were aimed at developing four basic language skills (reading, speaking, listening, writing), as well as critical thinking, vocabulary and culture learning abilities, using them in sequence, while conducting pre-viewing, while-viewing, and post-viewing activities. We have created different activities (see Appendix) focused around the topic represented by the authentic video materials chosen by the investigator. Activities motivated learners to use only English in the classroom, helped students to lower the barriers between their own and target language's culture, and accelerated learners' interest in acquiring language through video content. These teaching materials were expected to provide necessary data on student's learning progress of the target language and culture.

Authentic video materials were chosen according to a criteria developed by the investigator. Topics of the video content varied, including American history, lifestyle, young generation, studies etc. Video contained language and cultural

based content with various samples of English varieties, non-verbal communication, unique expressions etc, and it was used in segments, providing learners with enough time to comprehend the content and do the tasks. Researcher chose these materials to provide learners with proper information about the target language and culture, so that the outcomes of research were satisfactory.

Tests, specifically, pre-tests were used to provide data on learner's level of listening comprehension, reading and speaking abilities in English. Pre-test and Post- test were adopted from another course book Straightforward Intermediate to check students' academic skills in English and to observe the improvements made in after the research respectively. Tests consisted of various sections like multiple-choice question, matching and gap filling tasks, and short answer questions. Test focused on all the integrated skills, except for the writing skill. Writing skills of the students weren't checked since it had little to do with video watching. Pre-test provided investigator with relevant data to be compared at the end of the study. Besides, the researcher conducted a test at the end of the research process, to get overall data about the progress the learners had made. This test included a number of multiple choices questions, as well as gap filling, matching, short answer questions. It was supposed to provide the data that researcher intended to identify in his goal of the current study.

The measures used in the research were found valid and reliable by the investigator. The reason of making such a conclusion was that the following criteria: the direct relatedness of scoring of the answers to what was being tested, sufficient amount of samples of tasks and structures to measure, unambiguous items, clear and comprehensible instructions, legibility and not distracting layout, the results of the measures could provide relevant data about research for the further analysis.

The Equipment: The equipment used in the research were computer, DVD discs, and writing tools such as whiteboard, markers, etc.

The computer was used to play all the authentic video materials to conduct video lesson. Besides, it was also used for some listening comprehension tasks.

Writing tools were used for a various activities or explanations, such as introducing new vocabulary, drawing a table, discussion of the topic and so on.

The researcher met with the learners and briefly explained the importance of the authentic video materials in the language learning process. Students were asked to actively take part in the process of the study, which gave them opportunity to effectively acquire the target language, i.e. English, and culture, and sensibly, as well as enjoyably, spend their time. Learners were informed that they would be able to improve their English language skills actively participating in the study process. The main thing they had to do was to watch the video segment and do some practical tasks. The researcher had video classes with subjects two times a week and the research lasted for 5 weeks from 11. 02. 2013 to 03. 15. 2013.

The investigator presented the topic of the first lesson. After, students were asked to predict the plot of the upcoming video segment. The aim of the researcher was to enhance their motivation as much as possible. Finishing that task, students were asked to do some while viewing and post-viewing tasks in a form of questions, games, activities etc. Whenever a term or a phenomenon from a target culture appeared in the video segment, the researcher paused the video and asked students whether they knew it or how they understood it. In the cases when they couldn't provide the answer, the teacher gave full explanation of that thing. At the end, as a home assignment learners were given different tasks in which they had to work together and create something based on that video. The rest of the study was conducted in the same manner, but using various other activities such as role-plays, video dictation, silent watching, split viewing and etc. detailed description which will be given in appendix section.

At the end of the experiment, students took the test to compare their previous results with the last one. In addition, learners had short interviews with investigator, where they expressed their attitude towards the research process, the method used, and drawbacks where the participants gave their feedback to the study process and method used. The members of experimental group gave extremely positive comments on the study, and admitted that the use of authentic

video materials helped them very much. They hoped that this method would be used further in their academic studies.

The process of the data collection of the current research lasted for five weeks. Nevertheless, before the actual process started, the great amount of time was spent on preparing necessary materials and research tools.

The members of the Experimental Group took the post-test first because they were still attending the Video lessons. At first, it was difficult for the investigator to gather the Group B all together, since the younger students were preparing for their midterms. However, with the great diligence of the researcher to finish the study, the control group also met together and took the post-test. Now, the investigator had all the relevant results to be compared. The pre-test were going to be compared to the post-tests, and the average scores would be contrasted between two groups.

Soon after collecting all the necessary data, the researcher proceeded to their analysis and discussions. All the results were analyzed and categorized into several charts and diagrams for precise comparison and contrast.

RESULTS and its INTERPRETATION

After all the data relevant to the research were collected, the researcher very precisely analyzed them and put into various tables, charts and graphs. All the results were carefully taken from the pre-tests and post-test which participants took during the research process. They were analyzed from two perspectives to maximize the reliability and validity of research conclusions. The pre-test results, which helped the researcher determine the participants' reading, speaking and listening skills, are presented below in the Table 1.

Table 1. Pre-test Results of Subjects

№	Participants' Name	Reading	Speaking	Listening	TOTAL
1.	Akramjanova Sabina	95	90	80	88
2.	Davidova Anastasiya	90	85	80	85
3.	Yatsko Lyudmila	90	90	75	85
4.	Karimova Dilnoza	85	85	75	82
5.	Sayfutdinova Albina	85	80	80	82
6.	Atabayev Muhammad	80	80	80	80
7.	Tursunbayeva Dilnavoz	80	80	70	77
8.	Qodirova Maftuna	80	75	70	75
9.	Abdullayeva Madina	75	75	65	71
10.	Karimova Leyla	70	70	65	68
11.	Jurayev Tursunali	70	67	65	67
12.	Xo'jayeva Dono	70	65	60	65
13.	Tsoy Viktor	75	60	60	65
14.	SaidibragimovaYulduz	70	60	65	65
15.	Sayfullayev Sunnat	65	65	60	63
16.	Ibragimov Amal	70	60	60	63
17.	Solixodjayev Shavkat	65	60	55	60
18.	Sodikova Nargis	60	60	50	56

| 19. | Gaziyeva Nigina | 60 | 50 | 55 | 55 |
| 20. | Hayitboyeva Aziza | 50 | 55 | 45 | 50 |

The above shown results assisted the researcher in dividing the students into the Group A, which was the experimental group, and into the Group B, which was the control group. The criterion for such division was the gained scores of the participants below the 75% (Experimental Group) and above it (Control Group). Tables 2 and 3 provide the full list of members of both groups.

Table 2. Experimental Group

| 1. | Abdullayeva Madina |
2.	Karimova Leyla
3.	Jurayev Tursunali
4.	Xo'jayeva Dono
5.	Tsoy Viktor
6.	Saidibragimova Yulduz
7.	Gaziyeva Nigina
8.	Ibragimov Amal
9.	Solixodjayev Shavkat
10.	Sodikova Nargis
11.	Sayfullayev Sunnat
12.	Hayitboyeva Aziza

Most of these students are members of 213 B group of the 1st English philology faculty of the Uzbekistan State University of Foreign Languages. However, there are also some students from the group 215 A of the institution.

Table 3. Control Group

| 1.	Akramjanova Sabina
2.	Davidova Anastasiya.
3.	Yatsko Lyudmila
4.	Karimova Dilnoza
5.	Sayfutdinova Albina
6.	Atabayev Muhammad
7.	Tursunbayeva Dilnavoz
8.	Qodirova Maftuna

The members of Control Group belonged mostly to 215 A group and some students were from 213 B.

The researcher also organized the chart of Frequency Distribution of both groups to summarize data of pre-test and clearly see how many subjects behaved or performed in the same way and what range of the subjects' behavior or performance was.

Figure 1. Experimental Group's Pre-Test Results Frequency Distribution
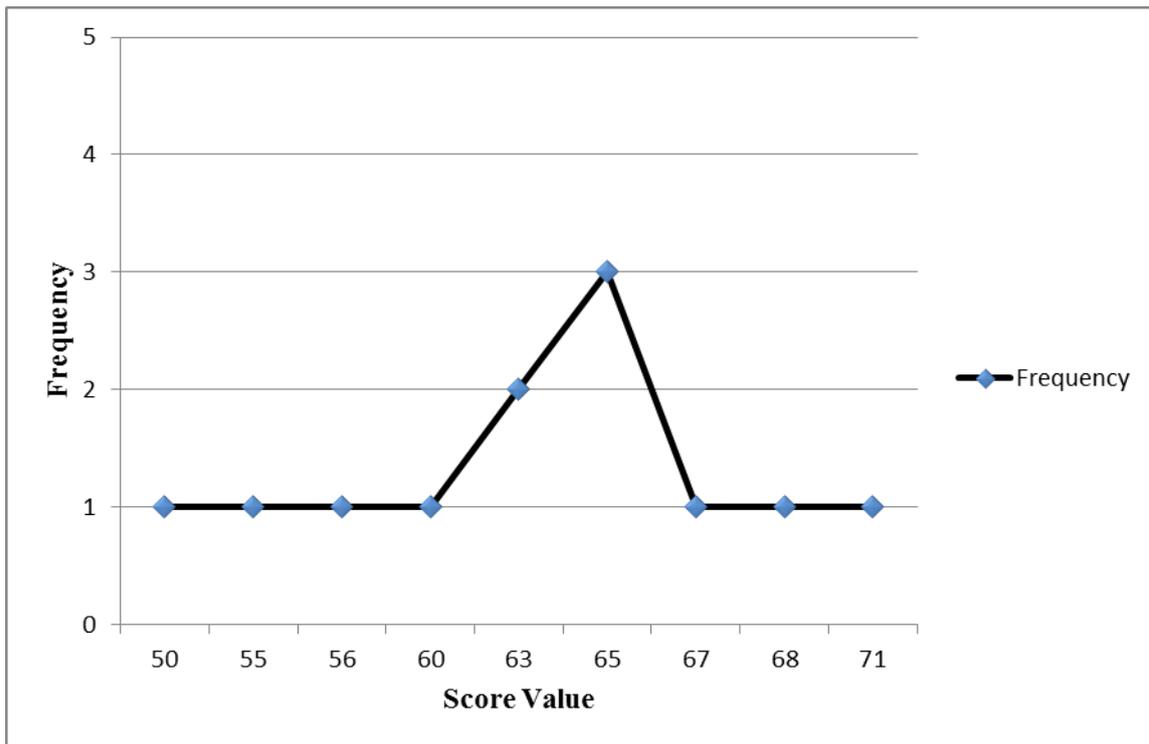
As it can be seen from the chart, the scores of students ranged between 52 and 69 with several of them having identical figures in some cases. The very fact of great variety of scores shows heterogeneity of subjects and helps the researcher come up with reliable results and see how the hypothesis of the study applies to the learners of different initial levels. The main trend of the figure above shows that the majority of identical results occurred in the middle of the range of scores, which suggests that the selection of subjects was adequate and most were of the medium initial level of language mastery.

Figure 2. Control Group's Pre-Test Results Frequency Distribution
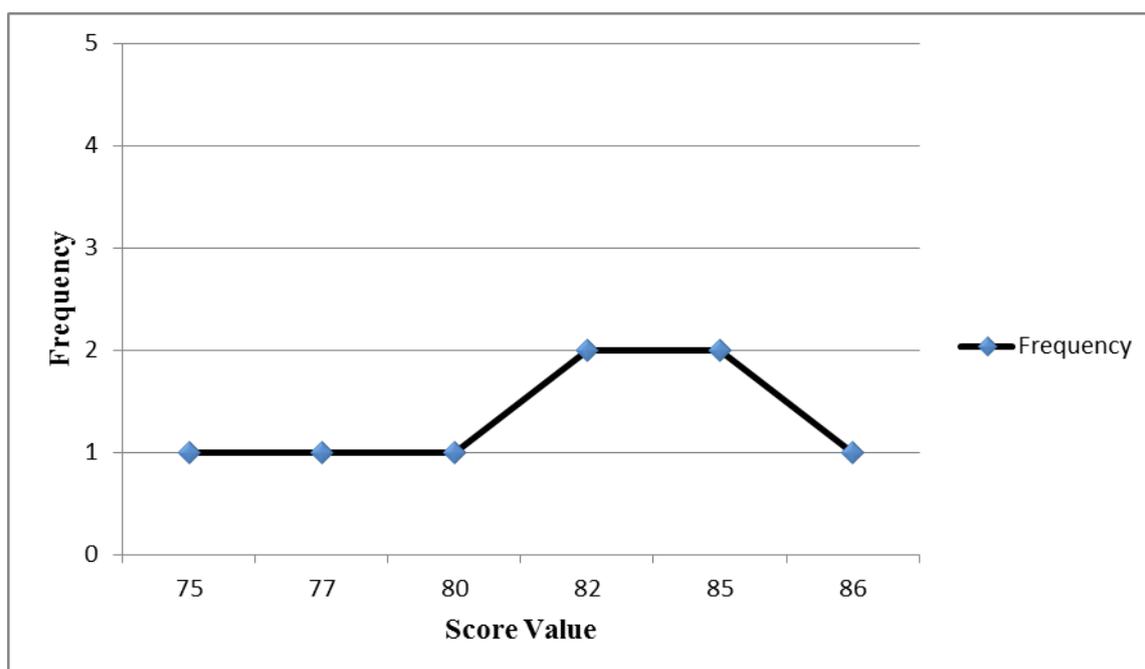
The chart shows that the score range of Control group was between 75 and 86 with fewer curves than Experimental group. However, even in the control group, there was only one A score with others having B's. The shift of the graph's vertex towards the right along the X axis suggests that most of the subjects in the control group were initially stronger. This makes the conditions for confirming the research hypothesis even more challenging, as the experimental group eventually has to outperform the initially strong control group for the hypothesis to be proved.

Further, the researcher divided the results of students' tests into three categories, i.e. Reading, Speaking and Listening and then put them in the diagram below in order to compare with the post test results and to be able to have a clear picture of differences made during the study.

Figure 3. Correct answers of experimental group on various sections of pre-test.
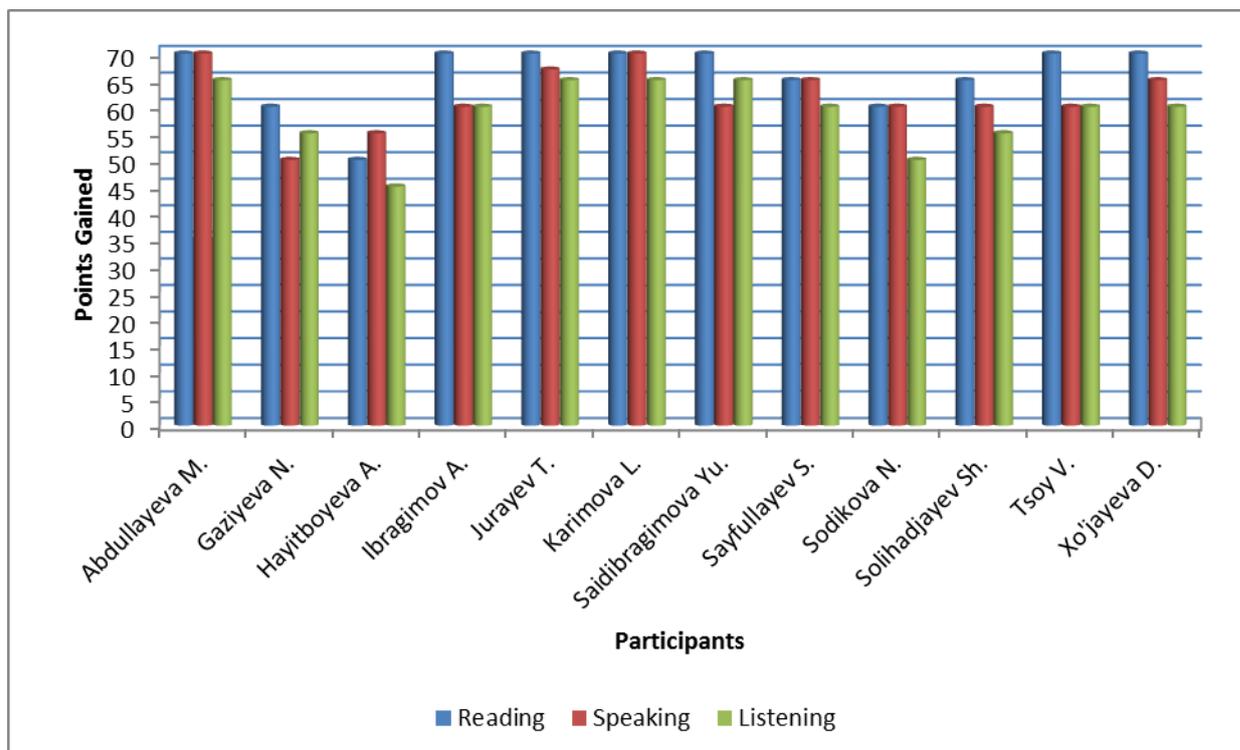
As the chart illustrates, most of the students had higher results on reading tasks than those assessing the other two skills. In the second place, scores of speaking go, being slightly higher than listening. And the last one is listening. During the test procedure, most students had problems with listening task, and they asked the researcher to replay it. However, he didn't do that for it could skew the results of the research. Besides, the reason for most students' poor listening skills is that they almost do not have any listening tasks in their lessons; and even if they do, it happens once in two weeks or a month. That means they have no exposure to the authentic speech of a native speaker. However, they had better reading comprehension skills compared to listening as most of their subjects such as Analytical reading, Grammar are based on reading. In nearly equal amount of cases, speaking performance was identical or very close to either reading or listening; making this skill to look moderately developed in comparison with the other two.

Figure 4. Correct Answers of control group on various sections of pre-test
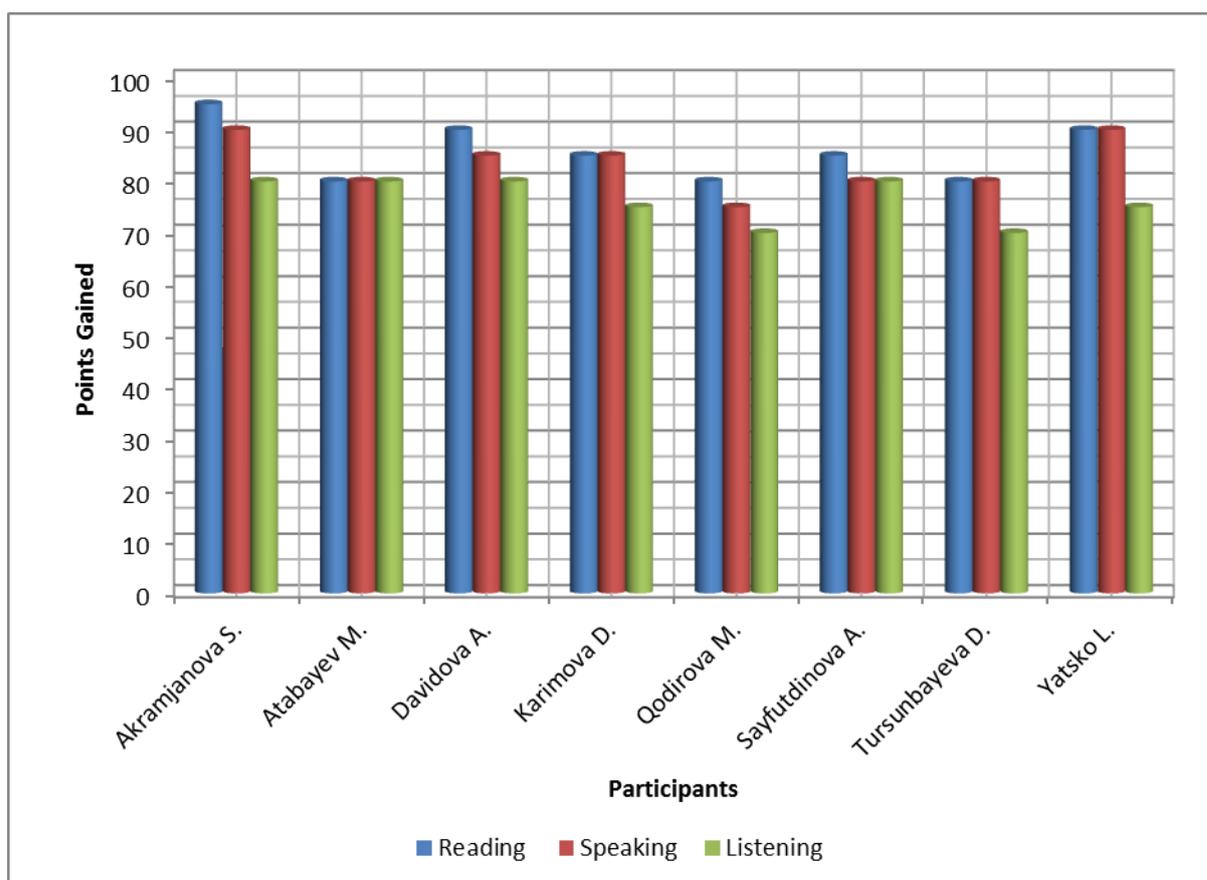

In the case of control group, the skill most developed initially was reading as well, with speaking and listening following it respectively. However, in this case the difference between the individual skills for each subject was not that significant as in the case with the experimental group subjects. Unlike with the experimental group, the maximum scores of this group were higher, approaching, and even exceeding the point of 90 points out 100 (consider that among the experimental group subject none reached even 80). The results on listening and speaking sections of the pre-test were in close proximity to those of the reading section, making the homogeneity of the subjects' skill development very high.

These were the results of initial process of data collection. After having several sessions with experimental group, and while the control group continued to study in casual manner with the use of teacher-adapted materials, the researcher took the post-test from both groups to compare its results with those of the pre-test. Since the experimental group took the test first, their results are presented first.

Table 4. Post-test results of Experimental group.

No	Names	Reading	Speaking	Listening	Total
1.	Karimova Leyla	80	80	75	78
2.	Abdullayeva Madina	70	75	75	73
3.	Jurayev Tursunali	75	70	70	71
4.	Tsoy Viktor	70	70	75	71
5.	Xo'jayeva Dono	65	70	75	70
6.	SaidibragimovaYulduz	70	65	70	68
7.	Sayfullayev Sunnat	70	75	70	71
8.	Ibragimov Amal	75	68	72	71
9.	Solixodjayev Shavkat	70	70	68	69
10.	Sodikova Nargis	55	60	55	57
11.	Gaziyeva Nigina	65	55	70	63
12.	Hayitboyeva Aziza	55	60	52	55

The Frequency distribution chart of the test is provided below to see behaviors and performances of students in the post test conducted after the study.

**Figure 5. Post-test results frequency distribution of Experimental Group**
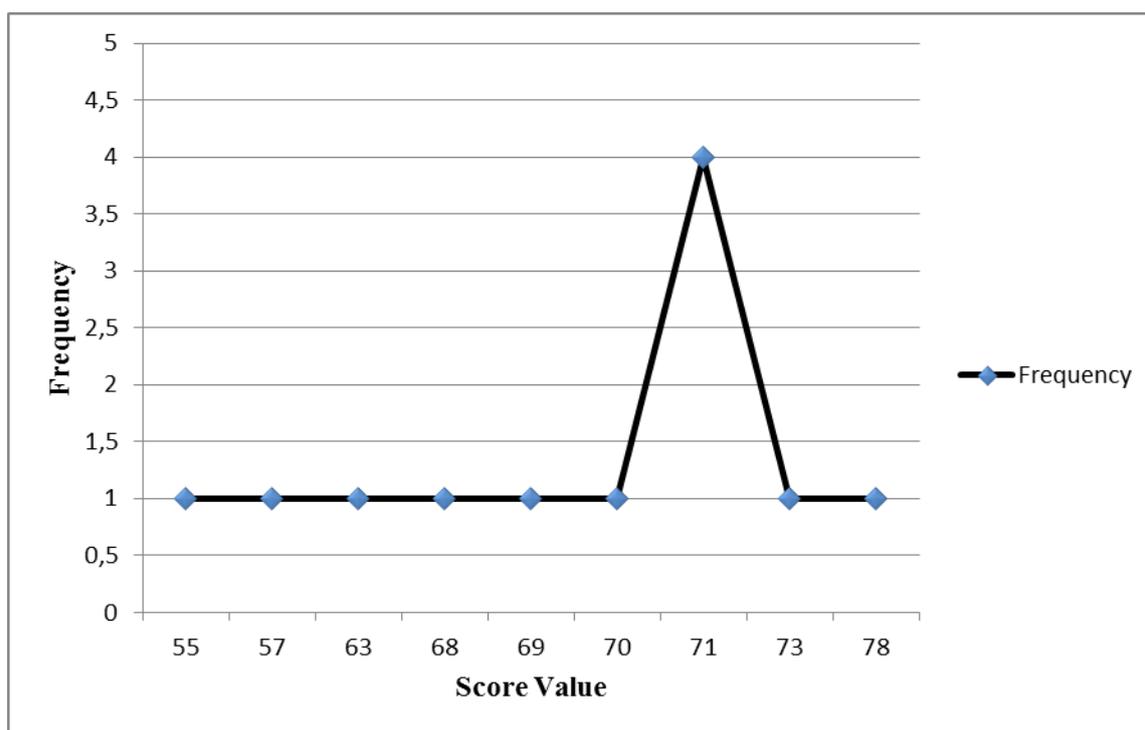
In this graph, there is an apparent growth of both the quantity of subjects and the points of score they got. This suggests that, in comparison to the state by the pre-test, the development of skills of the majority of experimental group members has relatively increased. Moreover the quantity of subjects whose performance got better increased as well.

Table 5. Post test results of Control group

Participants' Name	Reading	Speaking	Listening	TOTAL
Yatsko Lyudmila	92	90	88	90
Akramjanova Sabina	90	92	85	89
Davidova Anastasiya	95	82	75	84
Karimova Dilnoza	85	85	70	80
Sayfutdinova Albina	80	85	77	80

Tursunbayeva Dilnavoz	90	75	75	80
Qodirova Maftuna	85	80	75	80
Atabayev Muhammad	85	75	70	76

Figure 6. Control group's Post-Test Results Frequency Distribution
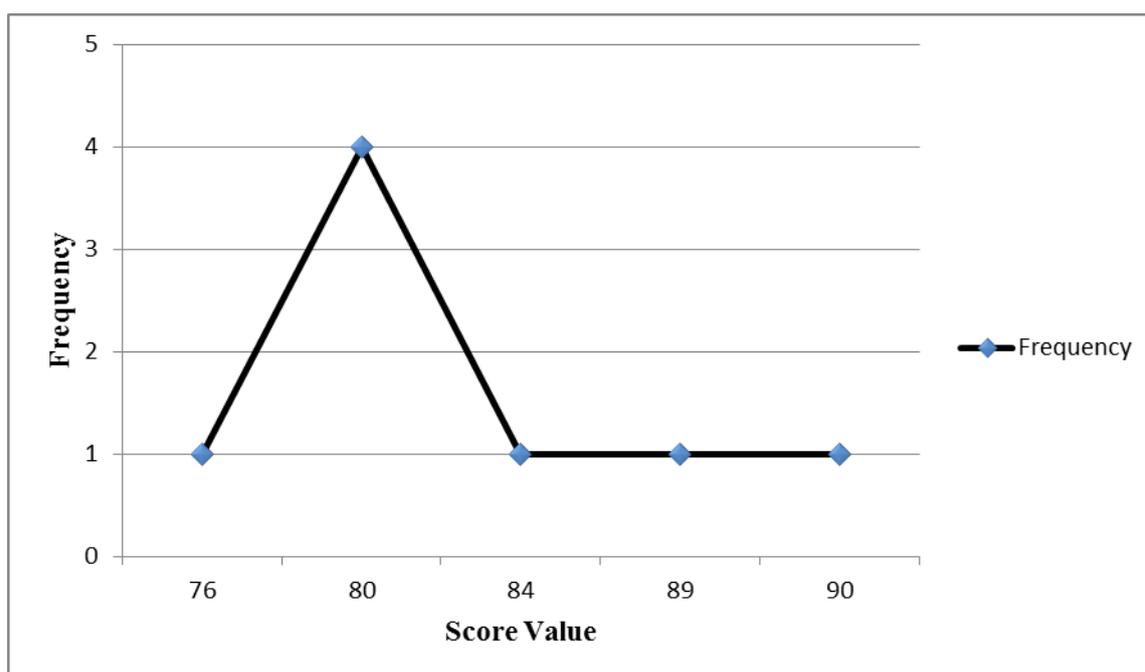
Except the change of the lowest point in the range towards greater values, this chart does not show any great difference with the pre-test results of the same group. It was clearly visible both from table and chart. However, the researcher also identified the correct answers to different sections, where three basic skills were checked and labeled as Reading, Speaking and Listening. The post-test contained the same number of questions, the same format as in pre-test, so the grading of the answers remained unchanged.

Figure 7. Correct answers of Experimental group on various sections of post-test.
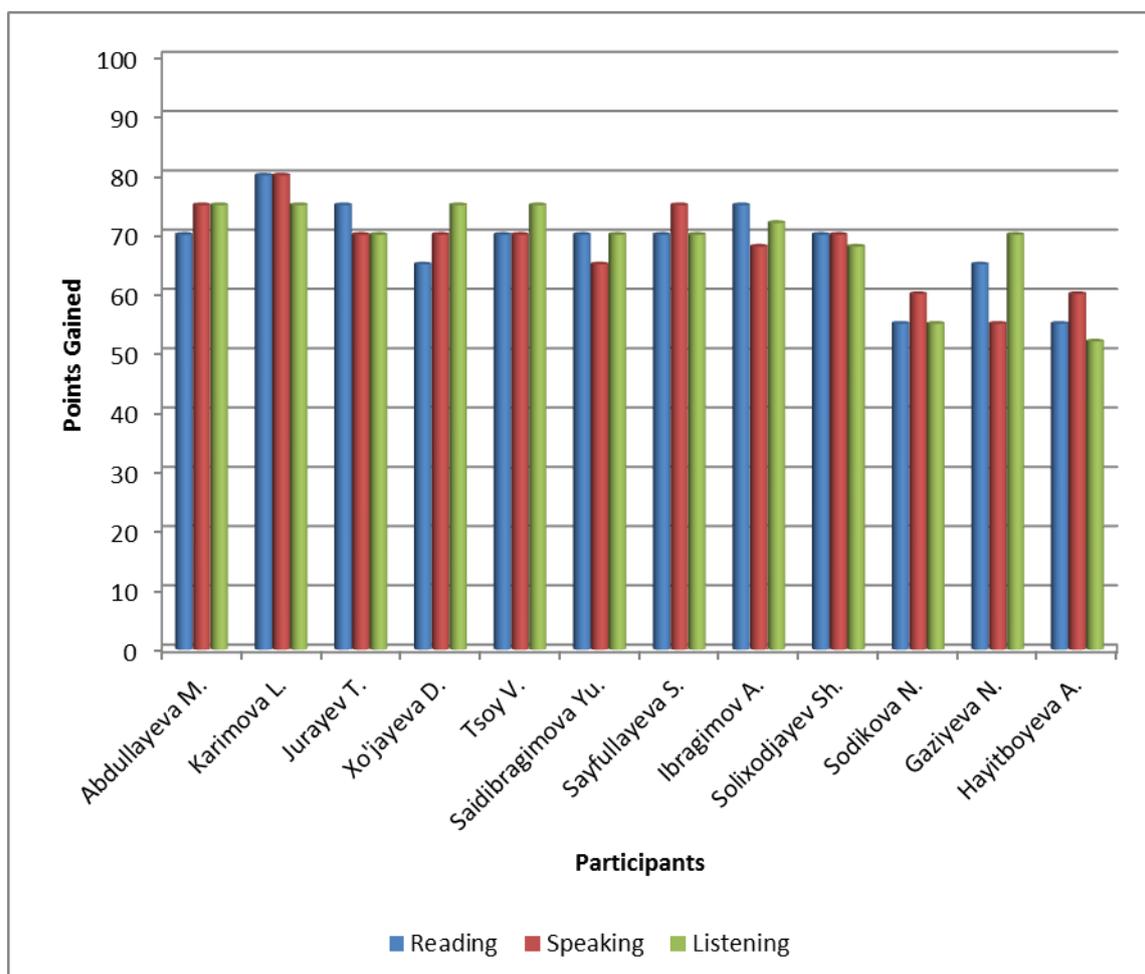
As this figure suggests, there has occurred a shift in the dominating skill for the Experimental group. The skill of listening has now become no weaker than that of reading. At some points, we can see the growth of listening section score for around 15 points compared for the same subjects' pre-test results. The main trend worth noticing is that the listening score in this test actually exceeds that of reading for 5 of 12 subjects. Unlike that, the pre-test showed none of the students having listening score higher than that of reading. So, the development of the listening skill is clearly significant. There are three cases when it "outperformed" reading, when in the pre-test there are none.

Figure 8. Correct Answers of Control group on various sections of post-test
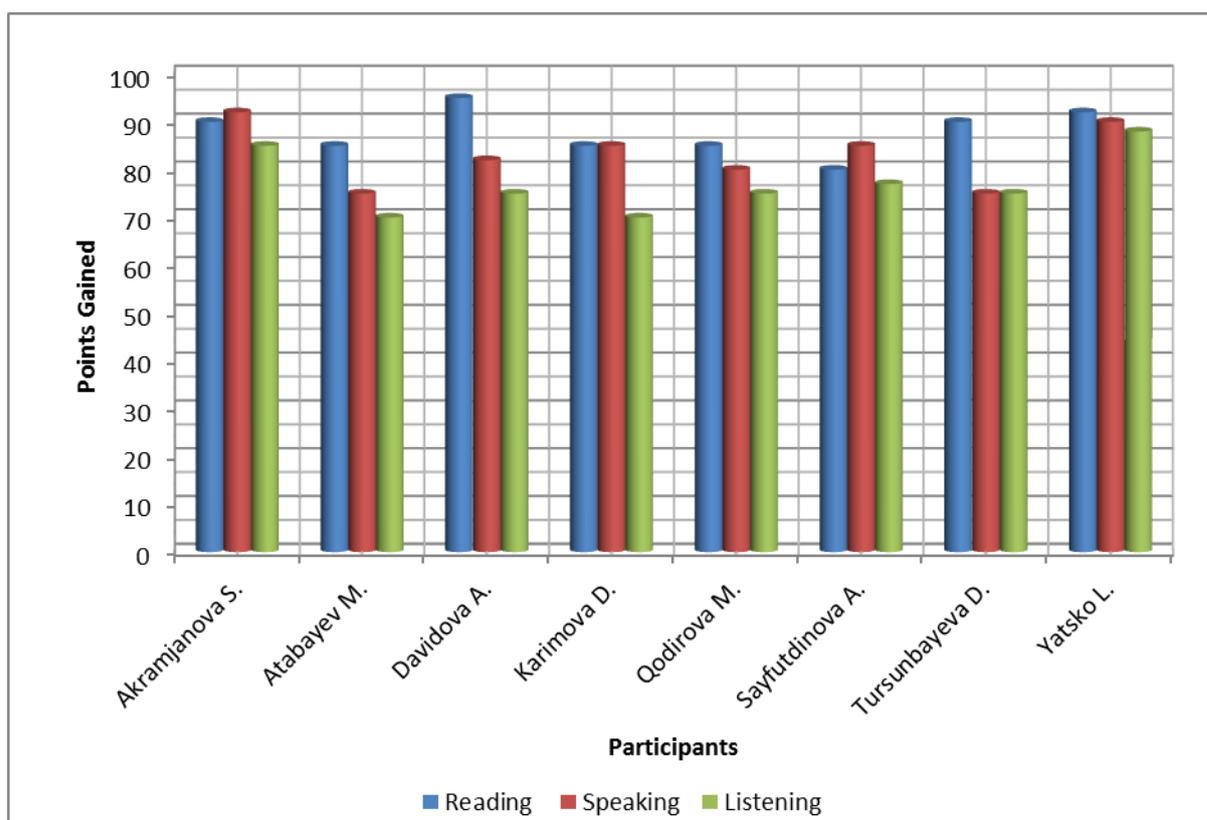
Unlike with the experimental group, the development of both listening and speaking hasn't been so noticeable in the control group. Undeniably, the sheer improvement of each skill has occurred, but the relative improvement of individual skills hasn't taken place. We can, however, notice a certain relative improvement of speaking, as the results of two subjects on the speaking section of the test are actually better than the listening section results. But, if we examine the development of listening, we will not notice a significant relative improvement of the score on this section of the post-test. Listening is unanimously the weakest skill in both the pre- and post-test for each of the subject of control group. So, what traditional methods of instruction can offer are a certain improvement of students' reading and speaking skills, and, much less intensively, listening skill improvement.

To see the progress made by subjects on different academic skills, the researcher provided pre and post- test results of all three skills individually in separate charts.

Figure 9. The comparison of experimental groups' pre- and post-test results of Reading.
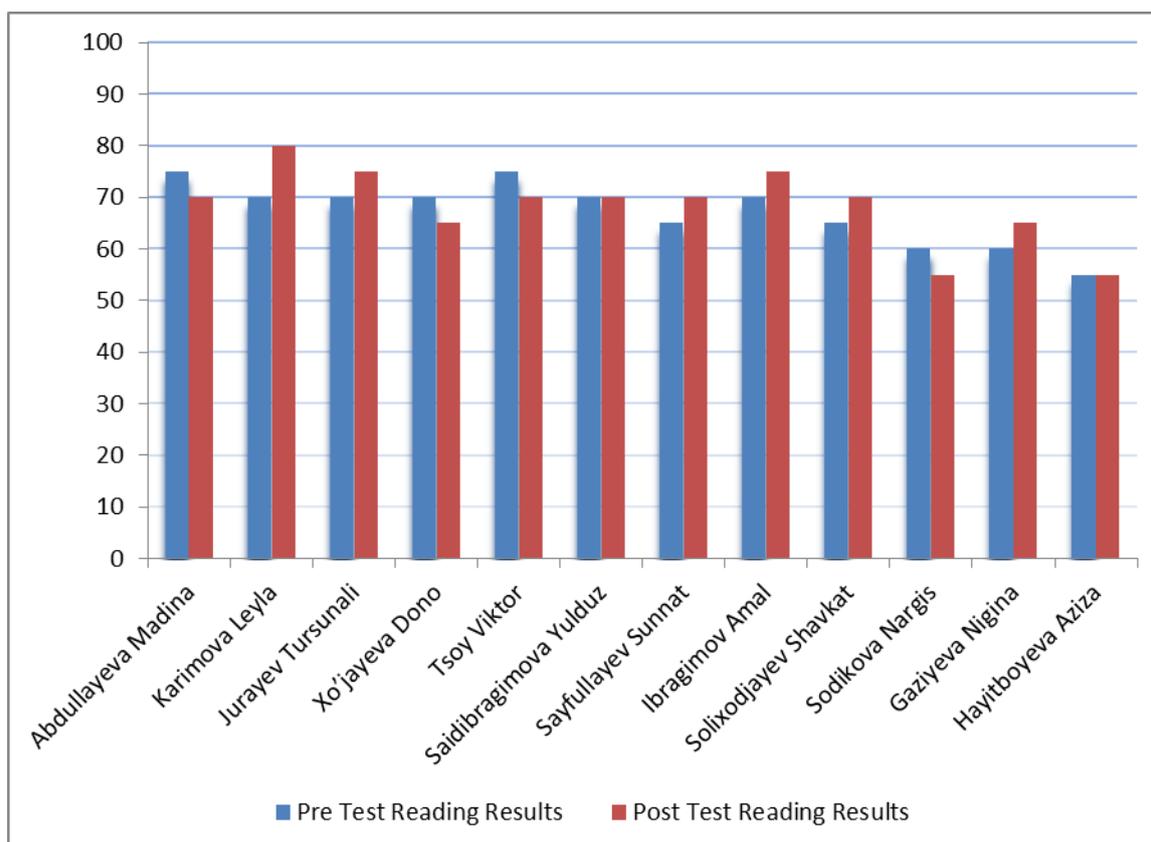
It is apparent from the chart that the top score on reading has become 5 points greater in the post-test compared to the pre-test. However, the overall improvement cannot be said to have taken place. 6 subjects of 12 (50%) demonstrated a slight progress in the results, but 4 demonstrated regress and two remained with exactly the same score. The inference from that can be made that demonstration of videos in the classroom quite poorly contributes to the development of reading skills—there is simply no opportunity for the students to experience any reasonable amount of reading during that. Moreover, if the involvement of videos is too great, there is a possibility of reading skill deterioration.

Figure 10. The comparison of experimental group's pre- and post-test results of Speaking.
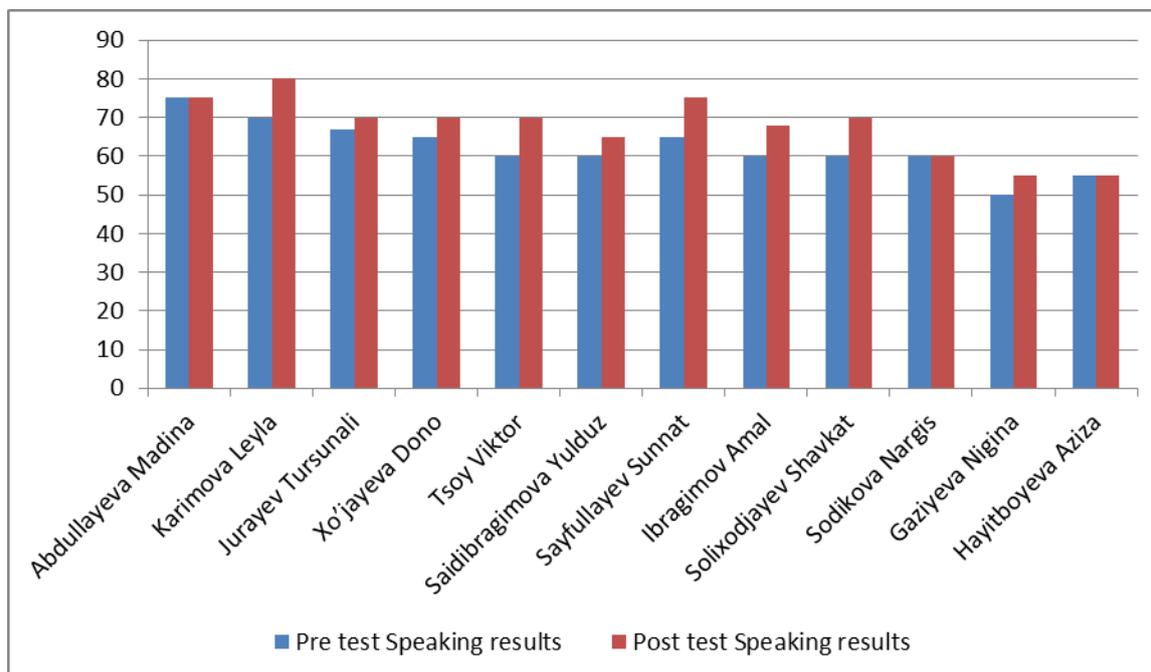
The top speaking performance also grew for 5 points, but the relative improvement turns out to be much greater than that of reading skill. 9 students out of 12 (75%) experienced the improvement of the score on this section of the test from 2 to 10 points. And, three remaining ones scored the same as on the pre-test. As a result, the influence of demonstrating videos in the classroom on speaking skill development is rather significant.

Figure 11.The results of experimental group subjects' pre- and post-listening tests.
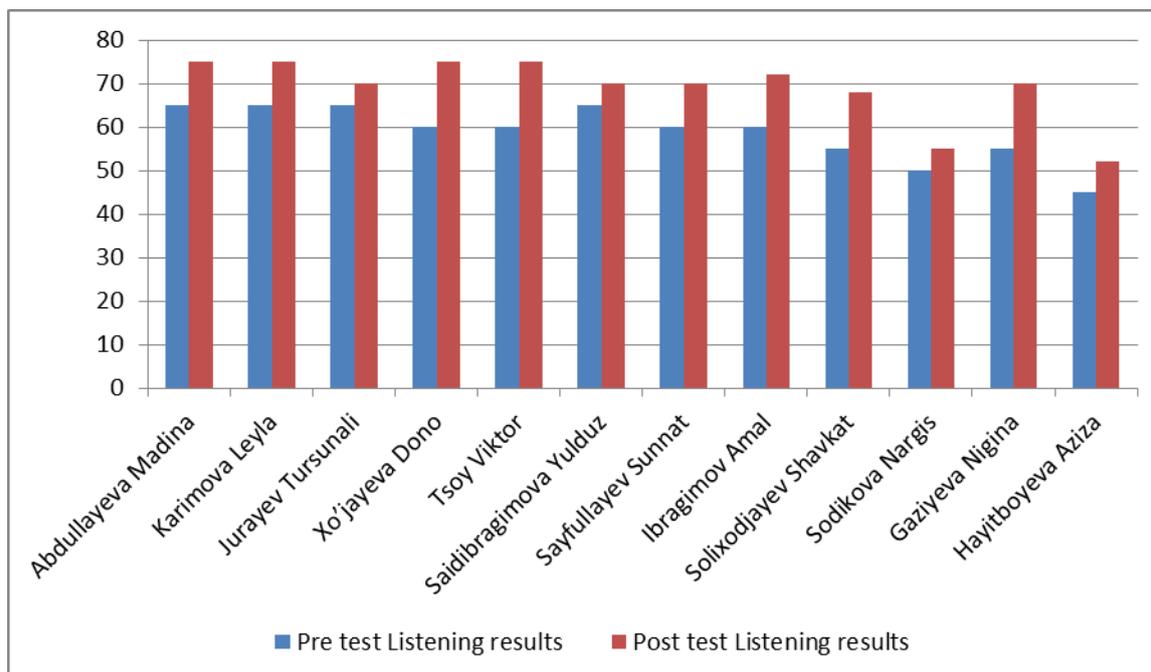
The development of listening skill is really obvious from the chart above. Each of the 12 subjects in the experimental group outscored the pre-test results. The maximum score increased from 65 to 75 and was received by 4 subjects. The sharpest growth of 15 points occurred in 3 subjects' results. This is quite a remarkable tendency. The improvement of the listening skill among the subjects can be said to be really big. And, this is no surprise, as most of the time when watching takes place, the learners have to be attentive listeners, and have a large exposure to listening.

The pre- and post-test results of Control group on individual skill-based sections will also be placed in charts below to see the clear difference between their points and illustrate the trends through comparisons.

Figure 12. Control group subjects' pre- and post-test reading results.
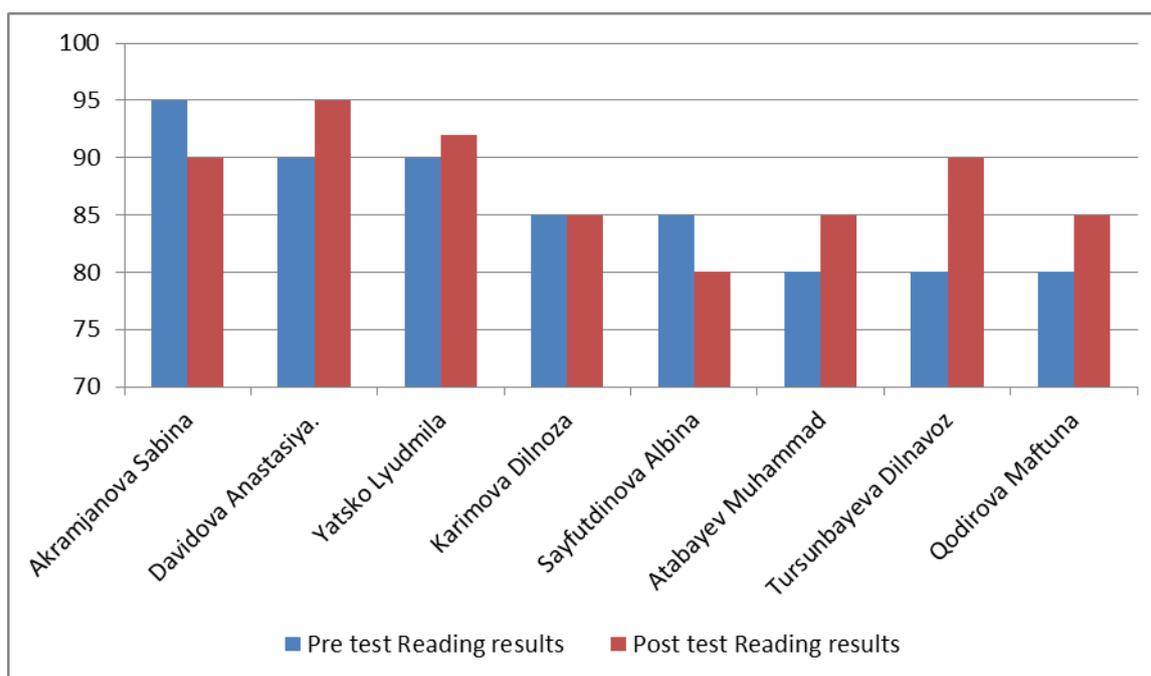
The control group has experienced a certain (though insignificant) improvement of reading skill if compared to the experimental one. There were only two cases of deterioration of the test results out of 8, and one case of identical pre- and post-test result. The rest five cases of eight (63%) show the growth of the test results and reading skill itself conformingly. Even though the top scores of the pre- and post-test haven't changed, the sheer increase of the points among all subjects of this group is slightly greater than the one of the experimental group subjects. Roughly, the improvement of the reading skill in both groups can be said very close.

Figure 13. Control group subjects' pre- and post-test speaking results.
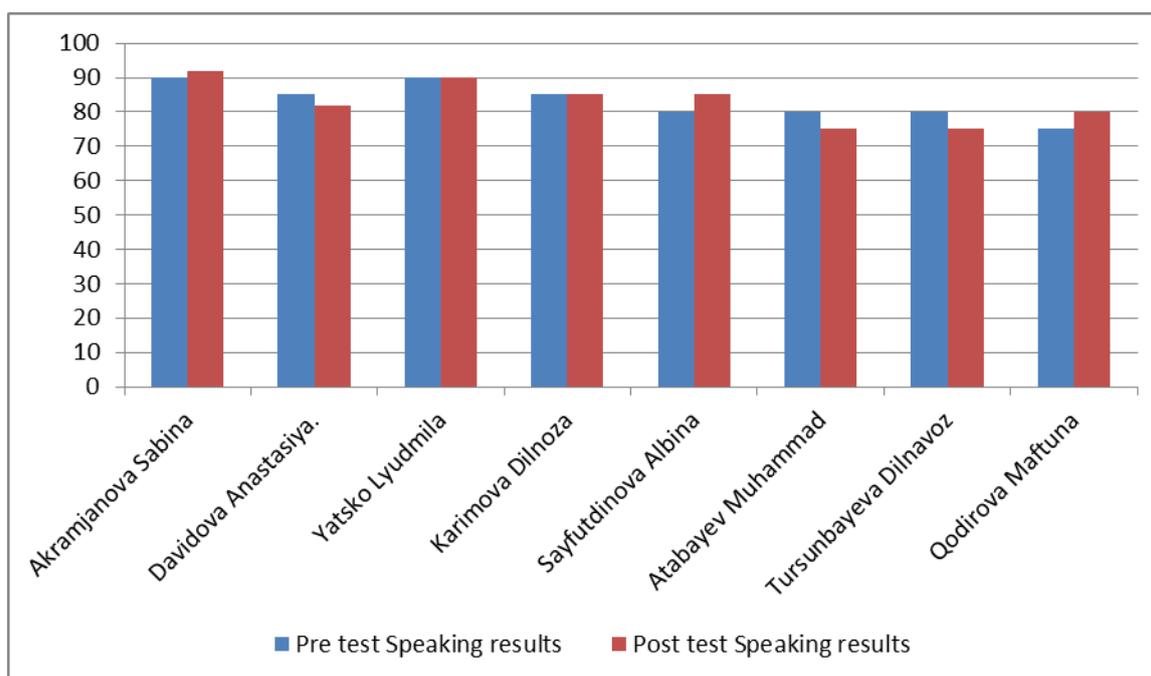
The change in the speaking skill mastery of the control group is visibly little. Deterioration of the results occurred in 3 cases out of 8, and identical results in 2 cases. Only three control group subjects' results indicate improvement (38% of all subjects). The range of improvement is from 2 to 5 points, which is really low in comparison to the changes within experimental group. So, the absence of videos in the process of instruction leads to a slow development of speaking skill, to which the post-test results of control group contrasted to those of experimental group are a solid evidence.

Figure 14. Control group subjects' pre- and post-test listening results
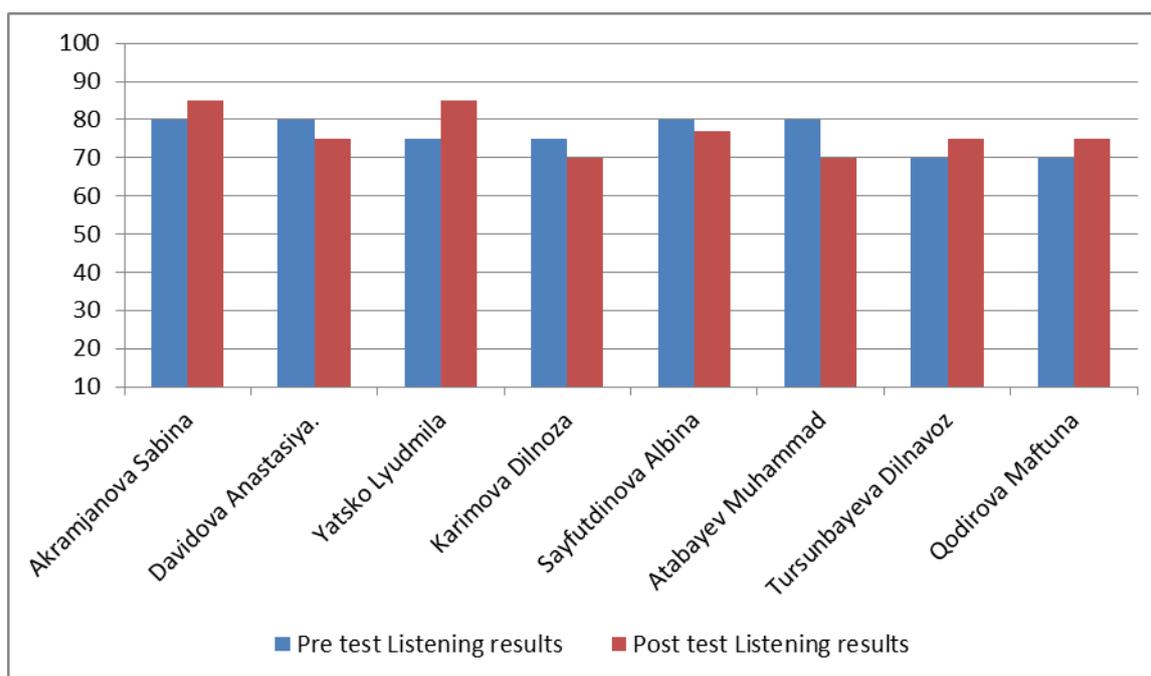
The tendency with listening skill development in the control group's test results is not much different from that with speaking. It might only be labeled as a slightly better one. In 4 cases out of 8 (50%), the improvement of the score was noticed, which is mostly very slight. The rest 4 subjects' post-test score was even lower than the one on the pre-test, which suggests no development in this field. As a whole, the listening skill can be said to have remained on the same level, as the increased scores of the post-test compensate for the deteriorated ones.

The big picture of the results of the experimental group suggests that the usage of videos in the teaching process has barely any potential in developing the reading skill of the learners, but a very significant one in improving their speaking and listening. At the same time, the traditionally instructed control group has developed a different set of skills: the top developed one among them is reading; with speaking and listening having the least degree of development. This group has experienced no in-class demonstration of videos during the current primary study. The details of the beneficial effects of incorporating videos into the classroom practices will be given a more detailed examination in the following subsection of

the paper, as well as the inferences derived from the evident comparison of the results of pre- and post-tests of the two groups in the research conducted.

SUMMARY

The investigation done within the current chapter had its starting point at examining the criteria of selecting video materials appropriate for a particular group of EFL learners. It helped the researcher consider a wide range of features when reasoning the suitability of the series of videos he chose for the experimental part of the research. Thus, except obvious characteristics of videos like content, and clarity, the researcher realized the need to pay a strong attention to the tempo of videos; independence of video episodes from one another; motivating potential of the plot, context, and characters; availability; graphics; and didactic applicability of video material.

All these criteria were then applied to the analysis of a collection of videos which had a certain potential of being utilized as classroom videos in the process of EFL teaching. As a result of this procedure, the video that meets the highest number of the criteria was determined—the sitcom entitled *Big Bang Theory*. Thus, having obtained the most significant material for the primary part of the current research, the investigator proceeded with finding out the ways to introduce the video to the classroom reality. The surface analysis of the issue revealed that basically, the classroom activities done about most videos clearly fall under three categories: pre-viewing, while-viewing, and post-viewing activities. The presence of the activities of all of the three types when working with one video in the classroom can surely provide for a high degree of student comprehension, internalization, and retention of the demonstrated material. A deeper inquiry into the same issue has led the researcher to Jeremy Harmer's taxonomy of viewing activities, which the researcher has combined in different patterns when creating the lesson plans for the experimental part of the study.

The remaining part of the chapter deals with providing the features of the experimental part of the study, as well as the results obtained in the course of the experiment. The general picture of the study presents two groups: experimental and control one, each given a pre- and post-test designed to check the progress in

the basic four language skills with a reasonable temporal interval, during which each group underwent a different method of classroom instruction. Thus, experimental group had a series of sessions conducted by the researcher, in which viewing videos was a dominating point. Unlike them, the control group had ordinary classes where no videos have been demonstrated. The comparative analysis of the data obtained with the help of the pre- and post-tests finalizes the chapter with the experimental part summary devoted to providing the inferences made on the basis of those data.

CONCLUSION

The current paper focuses on the usage of video, the most popular and efficient means to be used in classroom, the current research has its main aim of compensating for the second reason of poor usage of electronic media in EFL teaching. In the course of doing that, the study has tackled the issues of appropriate video material selection and analysis of the activities that can be used to effectively use videos in teaching. In the experimental part, the researcher has trialed the selected activities on a group of subjects to check if and how well they improved particular language skills.

The secondary and primary studies done in the course of developing the current paper have helped discover a series of the advantages which video materials have in the course of being used as EFL teaching tools. However, it's not possible to make a simplistic and straightforward conclusion that one's mastery of language will increase in all possible directions once he/she is taught with the application of videos. Moreover, to take a powerful effect, videos must be selected against a set of criteria for effective classroom application and be supplemented with a number of activities to create learner motivation for watching.

Principles, stages, and exercises for developing language and communicative skills on the basis of video material have been determined and trialed throughout the study. Among the most considerable principles, the research primarily focused upon motivating potential of the videos, their content, and clarity of message, tempo, graphical quality, length, independence of episodes, availability, quality, and the ease of use in the classroom. The exercises that can accompany the viewing of videos can at their broadest be classified as those conducted before viewing, during it, and after it. The specific exercises videos are provided with include silent viewing, freeze framing, partial viewing, picture or speech, subtitled films, picture-less listening, describing the speaker without seeing the image, answering the special questions about the video, playing only the video's beginning, and writing the dialogue scripts on the bases of the video watched.

Determining these important aspects related to incorporating videos into the classroom practices was a crucial action that has made it possible to proceed with the experimental part of the study.

As a whole, the experimental approbation of the application of videos to tertiary-education-context EFL teaching, which was implemented taking into consideration the aforementioned principles, led to the following set of results. Firstly, the application of videos doesn't equally influence the development of all of the learners' language skills. Thus, in terms of ***reading skills***, we can notice fairly equal trends of development among the experimental group subjects (7 subjects of 12 demonstrated development) and control group subjects (5 subjects of 8 outperformed the pre-test results). The percentage comparison suggests 58% vs. 62% for the two above categories respectively. However, the control group subjects never experienced the demonstration of videos in the period of the primary research, which allows us concluding that videos in classroom don't influence (if not impede) the development of EFL learners' reading skill. Unlike with reading, we can notice a steady improvement of experimental group's ***speaking skills*** in English as shown after the post-test results' comparison with those of the control group. Of 12 subjects in the experimental group, 9 have shown the progress in the speaking post-test section compared to the analogous pre-test section. The remaining three scored just the same they did in the pre-test. So, none of them demonstrated regressing. As for the control group, there were three instance of regress among the 8 subjects; three scored the same to the pre-test and only three remaining subjects showed progress, which was really insignificant. Converted to the rates, we get 75% of subjects progressing in the experimental group and only 38% in the control group, which is a really sharp contrast indeed. The sharpest progress of the experimental group in comparison to the control one's was noticed in ***listening skills'*** development. All of the 10 examinees in the experimental group progressed in the listening section of the post-test in comparison to the one of the pre-test. Moreover, the figures representing the compared scores quite sharply differ from one another, making us infer that the

progress was substantial. Unlike them, the "no-video" control group demonstrated only its 50% of subjects (4 out of 8) whose listening really developed. Among the rest of the 4, everyone had a regressing post-test score. Thus, videos really could contribute to the development of the subjects' listening skills. So, the three skills which the usage of videos in the classroom can developed can be ranked according to the degree of this development as 1) listening; 2) speaking; 3) reading.

Another contribution to the validity of such ranking can be the comparison of the sharpest contrasts between the pre- and post-test results of individual subjects' scores in the experimental and control groups. So, in the experimental group, we can notice the maximum contrast of 15 points between the post- and pre-test results of two subjects in *listening* section (Hojaeva Dono and Tsoy Viktor). The same parameter for the control group would be 10 points for one subject (Atabayev Muhammad). In *speaking*, we can notice a 10-point sharpest contrast, which only one subject of the experimental group had (Tsoy Viktor). Control group had 5-point maximal contrast in the results for speaking which four people had. As for *reading*, 10-point sharpest contrast between the post- and pre-test results was noticed in only one of the experimental group subjects, and identical trend has been observed in the control group results. So, the sharpest contrast for an experimental group subjects (15 points) is observed in the listening section making the skill of listening leading one in terms of development by means of video watching. 10 points go as the sharpest contrasts for both speaking and reading sections of the experimental group's post-test results. However, the overall difference of these figures between the control and experimental group results (5 to 10 for speaking, and 10 to 10 [no difference] for reading) make us infer that speaking without the application of videos does not develop that successfully as with it. At the same time, reading skill development is barely bound to the demonstration of videos in the classroom. Thus, our previously provided ranking is confirmed.

As the overall inference from the results of the research described in this paper, it can be said that the application of videos can result in positive learning

outcomes when teaching listening and speaking. Videos are primarily receptive, i.e. demanding the viewers to watch the picture accompanied by the sound. In terms of production, the learners can hear a model of proficient or native speech which can be developed in the course of imitative sequences. So, based on this research, we can suggest active inclusion of videos in integrated-skills courses to achieve the quickest and strongest effect in language mastery, especially its aspect of performance. At the same time, in content-centered courses, the video can function, perhaps, only as a source of motivation, having almost nothing to do with pursuing the eventual course goals. In developing the skills like reading, and especially writing, video can function only as a means of introducing a certain idea, situation, or artistic image, which makes its role secondary as well.

Videos can prove especially effective within the growing modern trend of the communicative approach, which aims to create a 'real-life' environment during the process of learning foreign languages. The function of videos in providing such authenticity is mainly that of modeling. Once the video hasn't been created for education-only purposes, it captures a situation of real-life interaction, allowing the learners to get immersed into it as spectators. If the model then is successfully repeated, the communicative competence of the learners increases. The effect is boosted if the activities designed for accompanying the video are properly selected. Once the activity designer is guided by the same theoretical inferences as the researcher, and the analogous set of activities is chosen, the lesson is likely to succeed. The reasons for it is that once common sense and experience are combined with the principles of sequencing the lesson events from guided to free, from comprehension to production, and from easy to complex, a highly relevant set of activities will be chosen, from which most of the students will benefit in terms of learning.

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Appendix

Pre-Test

Listening

Part 1

[Track 7] You are going to hear five short recordings. Listen and choose the correct answer for each one. 5 pts. for each correct answer.

(1) Which of these is **not** true?

a) She never lies.   b) She's 17.   c) She lies about her age.

(2) Which question is the speaker answering?

a) What does he look like?   b) What is he like?   c) What does he like?

(3) Which of these sentences is **not** true?

a) The train to Oxford leaves from platform 2.

b) The train at 12.40 is to Oxford.

c) The train on platform 1 goes to London.

(4) Which of these sentences is true?

a) Guests can stay all night.

b) You're not allowed to smoke in the kitchen.

c) You have to turn off your TV at midnight.

(5) Who lives in the house?

a) Linda   b) Gary   c) Stan

Part 2

[Track 8] **Listen to the conversation between Adam and Janet and decide if the sentences are true (T), false (F) or if there is no information (N). 5 pts. for each correct answer.**

(6) Adam has a favourite place.	T	F	N
(7) He likes the fact that travelling is full of surprises.	T	F	N
(8) He didn't buy a ticket for the trip up river.	T	F	N
(9) Adam can speak Spanish.	T	F	N
(10) He had to walk through the jungle.	T	F	N

Part 3

[Track 9] **You are going to hear five short recordings. Listen and choose the correct answer for each one.**

(1) The man thinks he's lucky because

a) he missed the bus.　　b) he found something.　　c) he wasn't badly hurt.

(2) What kind of product is being advertised?

a) something to drink　　b) something to wear　　c) something to eat

(3) What's the second thing the speaker is going to do?

a) make some coffee　　b) read the emails　　c) write a report

(4) The person making the phone call is called

a) Andy.　　b) Brian.　　c) Mandy.

(5) Which of the things does the speaker **not** mention?

a) taking enough money　　b) packing　　c) arriving for the flight

Part 4

[Track 10] **Listen to an interview with a man and a woman about a holiday. Next to 6–10 below, indicate which person is looking forward to it. Write M for the man, W for the woman or N for neither.**

(6) The weather _____

(7) The nightlife _____

(8) The beautiful women _____

(9) Romantic walks along the beach _____

(10) Football _____

Reading

Part 1

Read the letter below and answer the five questions.

(1) How long has Jemma been at university for?

_____

(2) How many brothers do both Jemma and Tracy have?

_____

(3) What subject does Tracy's mother teach?

_____

(4) How many coincidences does Jemma mention?

_____

(5) What's the name of Jemma's best friend?

_____

Dear Hannah,

Now I've been here for a week I've started finding my way around. The lectures are OK and it's fun being at university – no one to keep on telling me what to do!

Last night I went out with a couple of girls from my course and we got talking about everything. You'll never believe it, but one of the girls – Tracy – is just like me! What do I mean?

Well, her birthday is on the same date (and how many people do you know who are born on February 29th?).

We both have two brothers, although one of Tracy's is older than her. Her mother is a teacher, and, unbelievably she teaches the same subject as mine. But that's not all.

You know how I like to drink cold tea … yep! You've guessed it, so does Tracy! Also we both like the same pizza – ham and pineapple – but then I guess that's not so unusual. But the strangest thing of all is that we both started learning to swim last year!

Now you know that I don't really believe in coincidences and I'm not superstitious, but how do you explain all these things? And, of course, we're studying the same course at the same university. Amazing, isn't it?

Anyway, I'm missing you. Write soon.

Your best friend,

Jemma

Part 2

Read the contents page from the travel magazine below and answer the questions.

(6) Which place would you choose for a skiing holiday?

_____

(7) Which place offers the best food?

_____

(8) Where were some of the scenes from *The Lord of the Rings* shot?

_____

(9) When is the best time to visit St Petersburg?

_____

(10) Where would you take a swimming costume?

_____

Perfect Choice

A quick guide to five superb holiday destinations chosen just for you.

Montego Bay, Jamaica (page 4) Paradise on Earth? Well not quite, but certainly one of the most beautiful places you are ever likely to visit. This is Jamaica at its best. Beautiful beaches and breathtaking scenery makes this one place well worth visiting.

St Petersburg, Russia (page 9) Sometimes called the Venice of the North because of its many canals and beautiful architecture, this is a great place to visit in winter. Travel around the snow-covered city in a horse-drawn carriage – very romantic.

Farellones / El Colorado, Chile (page 13) If you like skiing, this is the place to be. Only 45 km from the capital city – Santiago – this is one of the best places to ski in the southern hemisphere.

South Island, New Zealand (page 17) With some of the most spectacular scenery in the world, New Zealand's South Island offers everything to the traveller looking for adventure. If you have seen *Lord of the Rings,* then you'll already have an idea of why this is such an amazing place to visit.

Marrakesh, Morocco (page 25) Enter the world of Aladin and watch jugglers, magicians and snake charmers. Listen to storytellers and use your nose to guide you to some of the best food you'll ever taste.

If you think there are any places we should include in our next magazine, write and let us know.

Part 3

Read the article and complete 1–5 with phrases from the box. There are three extra phrases.

be myself	I could see	I couldn't believe	I don't see myself
I consider myself	I'm proud to be	make a first impression	people consider

Being famous can be a real problem. It's not that I don't like being famous, it's just that it means people have expectations about you, even when they've never met you before. Most people have a chance
to **(1)** _____ but when you're famous you often don't have that opportunity. I mean,
(2) _____ to be honest, reliable and friendly and yet that doesn't seem to be the impression
that strangers have of me. I guess it's because they think of me more as the characters I play in films
and that annoys me.
A woman once came up to me in the street and said, "You are really nasty." and then walked
away. I just stood there completely shocked, but **(3)** _____ my wife smiling. All
evening she kept on saying to me, "Now, don't be nasty."
It's as though I lead a double life. On TV or in films I'm one person, and this is the public one that
(4) _____ to be the real me, and then at home there's the other me, the one that only
my close friends and family really know. I guess that's why my private life is so important to me
and why I'm very close to my family.
It's a shame really, but I've been thinking about moving to Los Angeles. At least there I won't
be the only famous person and maybe people will leave me alone. It's a bit annoying because
(5) _____ as being any different from most people. I have a family I love, a job a
really enjoy and I just want to be left alone to live my life.

Part 4

Read the article below and decide if the sentences are true (T), false (F) or if there is no information given (NG).

(6) Charley Boorman realised that it was possible to ride from Europe to Alaska. T   F NG

(7) In the beginning they rode home every evening for the night.   T   F NG

(8) On several occassions they slept alongside the road in tents.   T   F NG

(9) Travelling in Mongolia was the most challenging part of the trip as there

were no roads to ride on.   T   F NG

(10) In Siberia their journey took them along the Road of Bones.   T   F NG

The Long Way Round

The Long Way Round tells the story of an epic journey and an amazing adventure. It follows Ewan McGregor and Charley Boorman as they try to ride all the way round the world on their motorbikes. Starting in London on 14 April 2004 they spend three and a half months travelling through Europe, Ukraine, Kazakhstan, Mongolia, Russia, across the Pacific Ocean to Alaska, and then down through Canada and across the USA all the way to New York.

The journey started as a dream when Ewan noticed that it was possible to ride from Europe through Russia all the way to Alaska. Picking up the phone he called his best friend and asked him to come over for dinner. Once Charley arrived, Ewan tried to persuade him to join him in the adventure of a lifetime. It didn't take much to persuade Charley to go.

After months of preparation they set off and rode through Belgium and Germany. In the beginning it was like any other bike ride except that rather than going home for the night they had more than 20,000 miles of road ahead of them. From Ukraine they crossed into Kazakhstan where they travelled across some of the most difficult roads they could imagine. However, worse was to come in Mongolia where the roads simply didn't exist and then in Siberia where they rode the length of the Road of Bones.

The programme captures some of the most interesting moments and gives us a good idea of what the journey was like. It shows Ewan and Charley riding through some of the most breath-taking scenery in the world and takes us with them on the adventure of a lifetime.

Speaking

Films

● do you enjoy watching films?

● your favourite film.

● your favourite actors?

● do you prefer to go to the cinema rather than watch films at home?

Computers

● do you think computers help society?

● are computers bad for health?

● do you think computers have changed the world?

● do you think computers will control human life in the future?

A film you saw

● describe a film you saw

● when did you see it?

● what was your favourite part of it?

● what was special about that film?

Post Test

Listening

Part 1

[Track 11] **You are going to hear five short recordings. Listen and choose the correct answer for each one.**

(1) Which age does the speaker think is the best age to be?

a) late thirties/early forties   b) toddler   c) teenager

(2) What can't the woman leave?

a) her job   b) her husband   c) her home

(3) Why was the traffic stopped in the centre of London?

a) because of an arrest   b) because of the Prime Minister   c) because of a demonstration

(4) Adam is unlucky because

a) his car's broken down.   b) he won't get paid until Friday.   c) it's difficult getting to work.

(5) The woman's husband complains because

a) of the amount she spends.   b) he spends less on football.   c) she buys unnecessary things.

Part 2

[Track 12] **Listen to the story about a bank robbery and complete 6–10. Do not use more than three words to complete each sentence.**

(6) The judge sentenced Mr Mckenzie to _____

in prison.

(7) He was wearing a mask, T-shirt and _____.

(8) He tried to rob the bank on _____.

(9) He asked the cashier to put £10,000 in

_____._____

(10) His _____ was written on the back of the

envelope that he left behind.

Part 3

[Track 13] **You are going to hear five short recordings. Listen and choose the correct answer for each one.**

(1) The speaker reads books about

a) aliens.   b) mysteries.   c) people's adventures.

(2) CCTV cameras in schools help

a) students to work better.   b) teachers with discipline.   c) reduce bullying.

(3) Which sport does the speaker hope to compete in?

a) tennis   b) paragliding   c) gymnastics

(4) According to the speaker

a) friends and family are as important as money.

b) money is the most important thing in life.

c) having a job is the most important thing in life.

(5) Which of these is the best response?

a) My pleasure.   b) Well done!   c) I'll keep my fingers crossed.

Part 4

[Track 14] **Listen to Maxine and Jenny talking about two sporting events. Match the things they talk about to the correct sporting event. Write RA for Royal Ascot, W for Wimbledon and B for both.**

(6) horse racing   _____

(7) champagne   _____

(8) meeting famous people   _____

(9) strawberries and cream   _____

(10) wearing fancy clothes   _____

Reading

Part 1

Read the text and match the events in the box to the five people. Be careful! There are three extra events.

Leaving school	Leaving home	Graduating	Starting a new job
Getting married	Having children	Moving to a new town	Retiring

(1) Maria _____

(2) Bob _____

(3) Jay _____

(4) Sanita _____

(5) Phil _____

Life can be full of surprises, but most of us know that there are some moments when we are faced with decisions that can change everything. This is what five people said about the times where their lives took completely new directions.

It shouldn't have come as a surprise. After all, we'd known each other for five years, but once we finally made things permanent everything changed. Now I wake up every morning knowing I'll be with him for the rest of my life and it just makes me so happy. (*Maria, 28*)

I thought I'd love having lots of free time, but I guess after 45 years of knowing what I was going to do each day suddenly having so much time just came as a shock. Unfortunately I'm bored a lot nowadays! (*Bob, 67*)

I was really looking forward to it, but in the end I missed my parents so much. I never realised just how much my mum did for me! (*Jay, 18*)

Everyone told me it would change my life forever, but I never really thought it would. I guess having twins made it even harder, but I never thought I'd be this tired. Some days I just want to go to sleep as soon as I get up in the morning! (*Sanita, 25*)

It's great. I really hated my old one and I'd been looking for more than a year, but I never thought I'd get this one. When I went for the interview I got so nervous so I was really surprised when they phoned me up and asked me when I could start. (*Phil, 35*)

Part 2

Read the story about Martin Roberts, a journalist. Are these sentences true (T), false (F) or not given (NG)?

(6) Martin graduated as a sports journalist.	T	F	NG
(7) Oxfam and other charities have the ability to help everyone.	T	F	NG
(8) Martin trained as a journalist in London.	T	F	NG
(9) Thomas and Martin worked for the same newspaper.	T	F	NG
(10) Martin was asked to work for the BBC covering stories in East Africa.	T	F	NG

I've worked as a journalist for over ten years and I wouldn't do anything else. I love my job. It's a bit dangerous at times, but it's really interesting and I just feel so lucky to be able to do something that I enjoy so much.

When people ask me why I became a journalist, they are often surprised by the answer. When I was at school, I was never really interested in the news and certainly didn't plan on making a career reporting it. In fact, I wanted to be a sports teacher and I even went to university to study for it. Then, in my summer holidays at the end of my first year I went on holiday to Kenya. While I was there, I met a man called Thomas who worked for a local newspaper. A few days before I left, Thomas asked me to come with him to a small town in the east of the country. He was going there to cover a story about war and famine in a neighbouring country. Well, I went along and immediately got hooked. It was just so exciting and it felt as though we were doing something important as well. Sure there were aid workers from charity organisations like Oxfam and Médecins Sans Frontières, but they could only help the people they saw. Thomas was telling the whole world so he could help everyone.

When I got back to England, I changed courses at university. Every holiday I'd go back to Kenya and work with Thomas – it was great experience. Anyway, when I graduated I was offered a job in Nairobi working for the same newspaper as Thomas. At first I only covered small stories in and around the city, but after a few years I was given the chance to work on stories that would interest people around the world. Finally, four years ago the BBC asked me to work for them as their East Africa correspondent. So now I travel all around the region reporting on events like wars, famine and anything else that I feel is important.

Reading

Part 3

Read the articles about the Nazca lines and Stonehenge and complete them with phrases from the box.

as a calendar to mark important events	in religious ceremonies
other lines make up shapes or pictures	you will see an amazing thing
you will suddenly come across	

Nazca Lines

In the Nazca Desert in southern Peru there is a collection of lines that appear to be nothing

unusual from close up. However, if you fly above the desert **(1)** _____.

Many of the lines are perfectly straight and run for many kilometres while **(2)**

_____. There are over seventy such pictures including a spider, a monkey, a

hummingbird and a 300-metre-long pelican. The most mysterious part is how anyone could

make such lines and drawings more than 1,000 years before the invention of the airplane. The

other mystery is why the lines were drawn. One idea is that they were used **(3)**

_____ and were designed to be seen by the gods.

Stonehenge

Crossing the southern plains of England **(4)** _____ a circle of stones in the

middle of a field. Stonehenge was built around 4,000 years ago and is the most famous stone

circle found in Britain. Nowadays most people agree that Stonehenge was built **(5)**

_____ in the life of the people. In the summer when you stand in the circle

the sun rises between two stones. Stonehenge is also a feat of engineering. The largest stone

weighs around 50 tons and probably took 600 men to move it. Some of the stones were also

transported from the Welsh mountains over 200 kilometres away.

Part 4

Read the text and match the phrases in the box to the five people. Be careful! There are two extra phrases.

a roof over your head   something to eat   money in your pocket   a steady job
friends and family   someone to share your life with   hope for the future

(6) Brian   _____

(7) Mark   _____

(8) Jackie   _____

(9) Rick   _____

(10) Scott   _____

What matters to you?

We spoke to five people about what was the most important thing for them in their lives. This is what they said.

I'm a millionaire and everybody thinks I should be happy, but I'm not. I don't have to worry about most things, but it's difficult being on your own. Sure, I've got friends, but I wonder what would happen if I lost all my money? (*Brian*)

Humph, that's easy. As long as I've got cash then I'm fine, aren't I? I don't really need anything else because I can buy whatever I need. (*Mark*)

Easy, people who love you! To be honest, if I had any problems the first people I'd turn to are my mum and dad. They'd always be there for me. (*Jackie*)

I've slept on the street before and it's the worst thing that can happen. Once you're there it's so difficult to get a job and without a job you don't have enough money. So, for me, it would definitely be somewhere to live. (*Rick*)

Last year I was in Caracas in South America and I was just amazed at how happy everyone was. There were people living on the street, they had no money and often looked really hungry, but they always seemed to believe that things would get better. So, for me, that's what's got to be the most important thing. (*Scott*)

Speaking

TV

● do you like watching TV?

● how often do you watch it?

● programs or channels you usually watch.

● what are the major advantages and disadvantages of watching TV?

Education

● what kind of school you went to as a child?

● did you go to a coeducational school?

● who was your favourite teacher?

● does your country have an effective education system?

An Important Invention before Computers

● What is the invention?

● Why do you think it is very important?

● What are the advantages and disadvantages of it?

● Do people still actively use it?

Criterion for Speaking Evaluation

Name	Range (20)	Accuracy (20)	Fluency (20)	Coherence (20)	Task fulfillment (20)	Total Score

Samples of Assignments

Some while- and post -viewing exercises based on the episode one of Big Bang theory.

I. Write down in what scenes the following phrases are used and who uses them.

a) minimum wage _____

b) pretty girl left _____

c) attractive woman _____

d) challenge accepted _____

e) carbohydrate delivery system _____

f) lifting belt _____

g) almost there _____

h) chaos _____

i) been there _____

j) intoxicating _____

II. Match the following words/ phrases with their definitions.

1. Wage	a) Exiting, fascinating
2. Challenge accepted	b) Nearly reached that place.
3. Been there	c) Money you are paid according to hours, days or weeks you work.
4. Intoxicating	d) Used to say you already experienced smth.
5. Almost there	e) A phrase used when you bet or go into a competition with smb.
6. Carbohydrate delivery system	f) Total mess
7. Lifting belt	g) Delivery of food such as rice, bread and potatoes.
8. Chaos	h) A band of cloth worn around waist while carrying smth heavy

III. True false statements.

1. Penny gives her spare key to Shelden Kooper.   T   F

2. Shelden starts explaining how Superman rescues Miss Lane. And everybody likes this detailed explanation.   T   F

3. Penny is really messy. And, Shelden decides to clear up the mess in Penny's apartment at night.   T   F

4. When Shenden and Leonard are in the room, Penny snores.   T   F

5. Shelden doesn't understand sarcasm.   T   F

6. Penny comes across Raj in the corridor and starts complaining all the men she had in her life including Shelden and Leonard. Raj calms her down.   T   F

7. Finally, Leonard comes up to Penny and apologizes. However, Penny doesn't forgive.
                T   F

8. All four guys help Penny to set the furniture she bought.   T   F

IV. Multiple choice questions.

1. Four friends play a computer game called "Warcraft". And who becomes a SWORD MASTER?
a. Shelden   b. Raj   c. Howard

2. how long do they play the game?

a. 60 hours   b. 98 hours   c. 10 hours.

3. What kind of film does Leonard offer to watch with Lasly?

a. romantic comedy   b. horror   c. science fiction

4. what time do Penny and Leonard plan to have dinner

a. 5.30   b. 6.30   c. 6.00

5. Who is the guy whom Leonard sees Penny with at her door?

a. her brother   c. her boyfriend   c. just random guy whom she just met

V. Answer the following questions.

1. Why does the boss fire Shelden from Association of Physics?

2. Why doesn't Shelden want to get his job back and is happy about being unemployed?

3. Why does Leonard ask Penny to slow down the car?

4. What does Sheldon say about tomatoes in the supermarket?

5. Why does Leonard call Sheldon's mother?