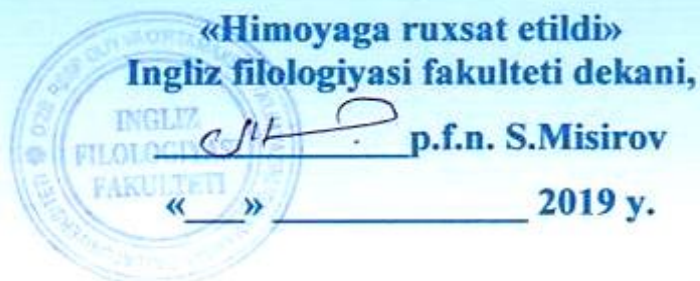


**O‘ZBEKISTON RESPUBLIKASI
OLIV VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI**

NAMANGAN DAVLAT UNIVERSITETI



**5111400-Xorijiy til va adabiyoti (ingliz tili)
ta‘lim yo‘nalishi bitiruvchisi**

MAMADALIYEVA DILNOZA ABDURASULOVNANING

**“USING AUTHENTIC VIDEO MATERIALS IN TEACHING AND
DEVELOPING VOCABULARY IN EFL CLASSES”**

mavzusidagi

BITIRUV MALAKAVIY ISHI

«Himoyaga tavsiya etildi»

Ingliz tili o‘qitish metodikasi
kafedrasi mudiri

 kat.o‘qit. S.Daminjanov
« » 2019 y.

BMI rahbari: Ingliz tili o‘qitish
metodikasi kafedrasi katta o‘qituvchisi

 N.Jamoliddinova
« » 2019 y.

TABLE OF CONTENTS

INTRODUCTION	3
CHAPTER I FOREIGN LANGUAGE VOCABULARY TEACHING AND LEARNING	
1.1. Incidental vocabulary learning in foreign language acquisition	8
1.2. Theoretical bases for learning vocabulary through authentic video materials.....	23
Summary of Chapter I	27
CHAPTER II AUTHENTIC VIDEO MATERIALS AS A BASIS OF MASTERING LEXICAL MATERIALS IN EFL CLASSES	
2.1. The importance and use of authentic video materials in language teaching.....	29
2.2. Types of authentic video materials and the way of selecting them.....	35
Summary of Chapter II	51
CHAPTER III IMPLEMENTATION OF AUTHENTIC VIDEO MATERIALS INTO EFL CLASSES	
3.1. Pedagogical considerations and challenges of using authentic video materials	53
3.2. Practical activities for using videos in classes	62
Summary of Chapter III	70
CONCLUSION	72
REFERENCE	75

INTRODUCTION

Today, in the Republic of Uzbekistan great attention is given to the radical reorganization of the educational system that will give an opportunity to raise it to the level of modern standards. In order to realize the aims and tasks put forward by the Law of the Republic of Uzbekistan "On Education" (1997) and the "National Programme of Personnel Training" (1997)¹ the complex system of reorganizing the structure and the content of personnel training, proceeding from perspectives of the social, economic development of the society, contemporary achievements of science, culture, technique and technology are being created in the country.

New approaches in the system of education also influenced on the learning and teaching of foreign languages, as language is the major factor of person's development. The President of the Republic of Uzbekistan Islam Karimov highlighted the organization of a complex system of learning and teaching foreign languages in the country, focused on the upbringing of comprehensively developed, educated and intellectual young generation of people, who can meet the requirements of the time.

Within these great changes in the field of education it is very nice to highlight that English language teaching and learning becomes more and more significant issue. Bringing up children who can communicate in foreign language is one of the main tasks of Uzbek teachers. Therefore developing foreign language skills and language aspects such as vocabulary and vocabulary is very important.

In this graduation paper we tried to analyze and evaluate research works devoted to foreign language vocabulary acquisition through use of authentic video materials. As a result we present the advantages of using authentic video materials during the lesson and discuss challenges which might occur in the class.

¹ Law of the Republic of Uzbekistan "On Education" (1997) and the "National Programme of Personnel Training" (1997)

The use of authentic video materials in English as a foreign language classrooms is one of the teachers decision but it seems to be a problem for some teachers, that is why they do not use it because they think it is a difficult way and unreliable. However, it is the opposite. Authentic video materials plays a major role in the teaching- learning process it affects the teaching technique from old and classic to new and interesting techniques. Students' amount of vocabulary will be enhanced especially when the teacher knows how to take the advantages of authentic video materials. It is considered as a bridge that connects the student with native speakers' culture. Authentic video materials will help students to improve their level of vocabulary proficiency.

The results of the study will enrich our understanding of interlanguage reconceptualization and the mechanism of learning a foreign language by authentic video materials, especially using authentic video materials in lessons.

The actuality of the work. Students as foreign language learners (EFL) face a number of difficulties in learning a new language, especially in vocabulary and pronunciation. These two last problems can be solved when the teacher thinks outside the box and uses a new teaching technique. As we know, we are in the age of technology where students are using it every single day, so why doesn't the teacher use it? Therefore, we try to revivals the methods such as using authentic video materials instead of the old presentation. Students will enjoy the session and share this new technology with their teachers that would help both teacher in the work and student in learning process.

In addition, authentic video materials are likely to be an interesting experience to students who want to know and learn more about culture of native speakers. This new technique will give a chance to student to communicate correctly by using the correct words in the correct situation.

In recent years language researchers and practitioners have shifted their focus from developing individual linguistic skills to the use of language to achieve the speaker's objectives. This new area of focus, known as communicative competence, leads language teachers to seek task-oriented activities that engage

their students in creative language use. Authentic videos, which are task-based and have a purpose beyond the production of correct speech, serve as excellent communicative activities. On the surface, the aim of all authentic video materials is for students to "use the language"; however, during game play learners also use the target language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously. Standing on such ground, I considered the theme of the work actual enough to make investigation.

The aim of the work. This study aimed to determine and explain how the use of authentic video materials is effective and beneficial for both teacher and student, which provides teachers with a new technique to improve student's vocabulary, while students are motivated and in the correct path of learning vocabulary.

The tasks and aims of the work for me are:

1. To describe the role of authentic videos in language lessons.
2. The second task is to describe views of different linguists on the problem of using authentic videos.
3. The last task is to describe various types of authentic video materials.

The subject is to analyze learning benefits of authentic video materials in foreign language teaching.

The object is to evaluate the importance and relevance of authentic video materials in foreign language teaching and learning process.

The research tasks of the work:

Our study aimed to answer the following questions:

- Do authentic video materials improve EFL students' vocabulary learning?
- How do authentic video materials motivate students to learn vocabulary?

Ways of scientific investigation used within the work.

The main methods for compiling our work are the method of comparative analysis and the method of statistical research.

Fields of amplification. The present work might find a good way of implying in the following spheres:

1. In High Schools and scientific circles of linguistic kind it can be successfully used by teachers and philologists as modern material for writing research works dealing with using of authentic video materials.
2. It can be used by teachers of schools, lyceums and colleges by teachers of English as a practical manual for teaching English vocabulary.
3. It can be useful for everyone who wants to enlarge his/her knowledge in English.

The novelty and practical importance of the work. The novelty of this work is to find information about how to implement and use authentic video materials into foreign language teaching, analyzing researchers' works and evaluate found ideas into the classes appropriately. Moreover, the novelty of my work is concluded in the fact that I had worked out some authentic videos, which I had approbated on English language lessons during my pedagogical practice.

In my opinion the practical significance of my work is hard to be overvalued. This work reflects modern trends in linguistics and I hope it would serve as a good manual for those who want to master modern English language. Also this work can be used by teachers of English language for teaching English vocabulary.

The structure of the work. The present qualification work consists of four parts: introduction, the main part, conclusion and bibliography. Within the introduction part, which includes two items I gave the brief description of our qualification work (the first item), where I described its actuality, practical significance, and fields of amplification, and described the role of authentic videos on language lessons. The main part of my qualification work includes several items. There I discussed such problems as adequacy in using authentic videos and their advantages. In the second chapter of main part described different types of authentic videos, and included worksheets, which are needed for playing these authentic videos. Chapter three (practice part) discusses

pedagogical consideration of using authentic video materials and presented practical activities for using authentic video materials in the classes. In bibliography part I mentioned the sources of which were used while compiling the present work. It includes linguistic books and articles dealing with the theme, a number of used dictionaries and encyclopedias and also some internet sources.

In conclusion we summed up all the aspects and issues that were considered in the research work.

CHAPTER I FOREIGN LANGUAGE VOCABULARY TEACHING AND LEARNING

1.1 Incidental vocabulary learning in foreign language acquisition

Second language learning largely depends on vocabulary, as the building blocks from which learners start their second language (foreign language) acquisition. Hence, its significance lies inherently deep within the first stages of the acquisition of any language. During the past decades, foreign language vocabulary learning has become of great research interest. A great deal of research has advocated that vocabulary is a key aspect in second language acquisition, especially when it comes to its incidental learning. These studies have pointed out the importance of vocabulary learning as a by-product of the instructional focus. Research has suggested that both L1 (native language) and L2 (target language) learners may incidentally gain knowledge of meaning through reading [28]. Moreover, researchers seem to agree that after a learner acquires his/her first thousand words during the initial stages of classroom instruction through intentional learning, vocabulary acquisition happens mainly through extensive reading, and most of the time by guessing the meaning of unknown words [9]. In this sense, a learner would learn vocabulary as a by-product of reading, out of the boundaries of the pedagogical focus of the instructional setting. Furthermore, Gass (1999)² considers incidental vocabulary learning to take place “as a by-product of other cognitive exercises (e.g. reading/listening) involving comprehension” (p. 319). However, incidental learning of vocabulary is not completely understood in terms of how it actually occurs, given the fact that there are a number of factors that determine the success of a learner when trying to infer a word, such as the amount of exposure, word-guessing strategies, and the quality of the context that facilitates learners' lexical inference activities.

² Gass, S. (1999). Discussion: Incidental vocabulary learning. *Studies in Second Language Acquisition*, 21(2), 319-333

Many theories have tried to account for the specific way that this type of acquisition takes place. It seems, however, that it depends on the type of cognitive process in which the learner is engaged. Schmitt and Schmitt (1995) in their depth of processing hypothesis state that “mental activities which require more elaborate thought, manipulation or processing of a new word will help in the learning of that word” (p. 135)³. Clearly the above hypothesis would include mainly reading as the means in which this acquisition is accomplished. Furthermore, the frequency of vocabulary exposure seems to have a great impact on incidental vocabulary learning [9], since repeated exposure to words in meaningful collocations is the key to form-meaning associations. Krashen (1989) in his *input hypothesis* argues that incidental acquisition of vocabulary takes place naturally by providing the learner with comprehensible input.⁴ And though Krashen states that acquisition occurs only when the learners' attention is focused only on the meaning rather than the form, some researchers argue that vocabulary acquisition requires attention to meaning but also to form to some degree [4]. Therefore, it seems that incidental vocabulary learning largely depends on the context surrounding each word and the amount of attention that the learner places on both meaning and form. However, the type of context seems to have an effect on the correct interpretation of lexical meaning, since it may lead learners to correctly or incorrectly infer the meaning of words [28].

Let's analyze three main issues that stand out after reviewing the articles concerning incidental vocabulary learning. First, how incidental vocabulary learning occurs, that is, the specific circumstances that allow learners to acquire vocabulary through incidental means. Then, the effect of reading on incidental vocabulary learning is discussed as learners engage in vocabulary gains through mental comprehension. Next, the strategies and tasks that can be used to

³ Schmitt, N., & Schmitt, D. (1995). Vocabulary notebooks: Theoretical underpinnings and practical suggestions. *ELT Journal*, 49(2), 133-43.

⁴ Krashen, S. D. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the Input Hypothesis. *The Modern Language Journal*, 73(4), 440-464.

promote and enhance the retention of vocabulary through incidental learning are discussed.

The criterion with which I chose to organize this part of the chapter is based on three main areas: (1) the occurrence of foreign language vocabulary learning through incidental means, (2) the effect of reading on incidental vocabulary learning, and (3) the use of strategies and tasks conducive to improving the incidental learning of vocabulary. I have decided to place the literature found into this classification since it is important to discuss elemental issues that concern the understanding of incidental learning of vocabulary not only in its main way of occurrence—reading—but also by analyzing the strategies and tasks employed to promote the right lexical knowledge for inference in learners for vocabulary acquisition in a second language.

Understanding Incidental Vocabulary Learning.

The way incidental vocabulary learning occurs has been widely discussed. In a review presented by Huckin and Coady (1999)⁵, several issues regarding this topic were surveyed through previous empirical researches. The researchers set out to investigate the mechanism of incidental acquisition, the type and size of vocabulary for correct guessing, the amount of exposure for successful retention, the effectiveness of word-guessing strategies, the influence of different reading texts, and the problems with incidental learning. Extensive reading for meaning and form was found as the primary way incidental learning occurs. However, several variables affect its success as suggested by the authors: mainly, the appropriate context surrounding each word, and the nature of the learners' attention and the task demands, largely enhanced by text-based tasks. In order to correctly guess the meaning of a word in context, a learner must be able to recognize a great percentage of the surrounding words. According to the researchers, this value is nearby 95% of knowledge of the words in a text to attain general comprehension, and 98% if the goal is to

⁵ Huckin, T., & Coady, J. (1999). Incidental vocabulary acquisition in a second language: A review. *Studies in Second Language Acquisition*, 21(2)

achieve full comprehension. The former requires the level of comprehension of 3,000 word families, consisting of a base form and all its derived and inflected forms, and 5,000 word families for the latter. In contrast, there is no agreement on the amount of exposure to a word for incidental learning to occur. Some studies locate this number between 5 and 16 exposures, but much depends on other factors, such as word salience, its recognizability as a cognate, the learners' interests, and the availability of rich informative contexts. Effective word guessing was found to require the flexible application of different processing strategies ranging from grapheme identification to the use of wider contextual meanings. However, as some strategies arise others naturally required instruction. This is illustrated in a series of observational studies where the majority of learners studied relied heavily on cognate recognition, but failed to recognize false cognates, which implied that some strategies needed to be taught. Huckin and Coady also pointed out that the texts which are of personal interest to learners seem to facilitate incidental vocabulary acquisition. In contrast, the authors found the lack of precision of word guessing in context to be the main limitation of incidental learning. Furthermore, although they make a thorough review of the main issues concerning this topic, especially for the different amount of lexical knowledge for incidental learning to occur, they fall short of exploring more in-depth multi-word phrases and collocations learning as part of their survey. This would have been an interesting topic also, since this type of lexical conglomerate is broadly found in different types of text.

Gass (1999) also discusses, through a review of different papers, key issues concerning incidental vocabulary learning. The author provides an overview of definitions for incidental vocabulary and acquisition, and presents a new approach to incidental learning that draws attention to the recognition of syntactical categorization of the lexicon through context. The researcher points out the extent to which incidental is a viable concept, referring to the basic limitation of not having a way to show when a word has been learned incidentally. However, the author suggests that vocabulary and acquisition

involve a certain degree of syntactic and lexical knowledge that learners heavily rely on for comprehension, and it is this relationship that needs to be taken into account for vocabulary learning purposes, whether it is incidental or intentional. The main limitation that comes about in this paper is the lack of clarity in the conceptualization of *incidental* that the researcher relates in the introduction of her literature review as a by-product of a mental effort for comprehension, which leaves more questions than answers. Conversely, the main contribution stemming from this paper is the attention to the sentence-vocabulary structure for vocabulary acquisition which involves a more nuanced approach to vocabulary acquisition.

In an empirical study conducted by Barcroft (2009), incidental and intentional vocabulary learning were compared in terms of FOREIGN LANGUAGE synonym generation. One hundred and fourteen Spanish-speaking university students in Mexico City at the intermediate English level were selected for the study. After reading a passage containing 10 target words translated in the text, participants were assigned to read for meaning (incidental), or read for meaning while trying to learn the translated words and generate their Spanish synonyms (intentional). Results showed that learners that were instructed to learn the target words and requested to generate synonyms positively affected foreign language word-forming as compared with the learners instructed to read for meaning only, which suggests that explicit instruction has an effect on target word recall. Nonetheless, when learners know that a synonym-generation test is following after reading the passage, it is likely that they will only focus on recalling the target words, and thus outperforming the learners that only read for incidental meaning recognition. Evidently, text comprehension would be negatively affected in the intentional group, since the focus of their attention would be on trying to remember the target word, rather than global text comprehension. However, this study presents positive evidence of the inclusion of direct instruction for word recalling and other techniques to foster intentional vocabulary learning.

Alcón (2007)⁶ investigated the effectiveness of teachers' incidental focus on form in vocabulary learning. Data consisted of 17 recordings, 204 learners' diaries and 204 delayed post-test translations gathered during a whole academic year from 12 high school English as a foreign language (EFL) participants from Spain. The researcher found that teachers' involvement in lexically-oriented focus on form episodes is effective for learners' noticing and subsequent use and learning of vocabulary items. In regard to this study, it seems that a certain degree of attention must be raised towards the form of the lexical items in order for learners to notice the vocabulary they are being exposed to. This correlates to previous findings mentioned in the introduction of this literature review which state that a certain amount of attention to meaning, but also to form is required for vocabulary acquisition to happen (Ellis, 1994). In this sense, and to a certain degree, some form of intentional instruction is present, which relates to Barcroft's (2009) study on synonym generation. However, more research needs to be done to establish the degree in which an intentional and incidental approach can be combined for the enhancement of foreign language vocabulary learning.

So far the discussion revolves around four articles that try to explain the occurrence of incidental vocabulary learning and the specific circumstances in which this type of learning occurs, and to some degree, the relationship of incidental and intentional methods for foreign language vocabulary learning, at least for lexical focus on form. These articles have shed light on the current basic assumptions revolving around the incidental learning of vocabulary. Perhaps a combination of intentional and incidental learning could definitely solve some issues that come from an only-incidental learning point of view and would enhance foreign language learners' vocabulary learning experience.

The Effectiveness of Reading for Incidental Vocabulary Learning.

⁶ Alcón, E. (2007). Incidental focus on form, noticing and vocabulary learning in the EFL classroom. *International Journal of English Studies*, 7(2), 41-60.

Paribakht and Wesche (1999)⁷ studied the acquisition of vocabulary knowledge as a by-product of reading for comprehension. The researchers set out to investigate the strategies and the kinds of knowledge 10 intermediate English as a second language (ESL) Canadian university student volunteers used when dealing with new foreign language words while reading. After the administration of two tasks, first a question task and a summary task later, learners were asked which words they remembered and how these were subsequently learned. Data analysis showed that while learners tended to ignore a vast proportion of unknown words (mostly content words as opposed to function words), for those words which they paid attention to, inference was the main strategy used. Learners employed previous knowledge and contextual cues together when trying to infer meaning of unfamiliar words. Grammatical knowledge at the sentence level was mostly used for lexical inference for both tasks. As noted by Huckin and Coady (1999) and Schmitt and Schmitt (1995), this study also gives evidence supporting reading as a useful tool for vocabulary development after taking into account the selection of appropriate texts and tasks, that is, theme-related texts and tasks requiring word-level and textual comprehension.

The impact of reading on vocabulary development was also examined by Ponniah [19:135-139]. The researcher analyzed the performance of students engaged in reading, and the students who learned consciously the meaning of words for developing lexical knowledge. The participants included 49 ESL adult students from an Indian university who were subsequently divided into 23 individuals in the control group and 26 in the experimental group. The control group was asked to use the dictionary to find the meaning of 20 words appearing in an edited passage whereas the experimental group was asked to read for comprehension. A post-test followed consisting of writing down the definition of the vocabulary selected and using it in different sentences. Results confirmed

⁷ Paribakht, T. S., & Wesche, M. (1999). Reading and "incidental" L2 vocabulary acquisition: An introspective study of lexical inferencing. *Studies in Second Language Acquisition*, 21(2), 195-224.

that learners who used dictionaries were unable to use the consciously learned words in sentences. In contrast, the learners who acquired words subconsciously while reading were able to use them in sentences, proving that they not only absorbed the meaning of the words but also the vocabulary. Thanks to studies like this, there is heavy evidence of the effectiveness of reading for vocabulary gains not only for the meaning of words but also for correct sentence-level vocabulary. However, as the study reveals, the passage used in this study was manipulated in such a way as to make the difficult words appear at least twice in the story or were used in a context easy to understand for learners. Such advantages are hard to find in authentic, natural texts. Nonetheless, it gives positive evidence for texts rich in contextual cues that enhance comprehensibility and inference as stated in Paribakht and Wesche's (1999)⁸ study.

In another study, Vidal (2011) conducted a comparison of the effects of listening and reading for the incidental acquisition and retention of vocabulary. The participants in this study included 248 first-year undergraduate students studying mandatory ESL at a university in Madrid, Spain. During a period of four weeks they were tested on their knowledge of 36 target words (12 for each reading/lecture): 112 students were assigned to the listening condition, which consisted of three authentic video-taped lectures about tourism; the reading condition involved 80 students and consisted of three authentic readings on the same topic; finally, 38 subjects, who neither listened nor read, were used as control subjects. Results showed that the reading subjects made greater vocabulary gains and retention than the listening subjects, which suggests that reading is a more effective source of vocabulary acquisition. However, results also suggest that for students with higher levels of proficiency (as corroborated on their TOEFL scores) listening might lead to slightly higher levels of retention than reading. Clearly, more research should enquire about the effectiveness of

⁸ Paribakht, T. S., & Wesche, M. (1999). Reading and "incidental" L2 vocabulary acquisition: An introspective study of lexical inferencing. *Studies in Second Language Acquisition*, 21(2), 195-224

listening for incidental vocabulary acquisition for high-proficiency students. This study used academic readings and lectures to test learning conditions and was, in my opinion, a correct decision since university students are engaged more frequently in academic settings. This article is an attempt to provide greater insight into the relationship of reading and listening for incidental vocabulary learning.

The results of the studies cited above suggest positive evidence for incidental vocabulary learning through reading [19:137], and reconfirm the results of previous studies on the matter that correlates reading with incidental learning of vocabulary [7:192]. Likewise, listening was also found to improve vocabulary retention, especially for high L2 proficiency learners [27:220]. Moreover, several factors seem to be involved in assuring the success of incidental learning. Learners' lexical inference activity seems to benefit from texts that foster contextual cues not only in meaning but also at the vocabulary-sentence level [18:220].

Strategies and Tasks Promoting Incidental Vocabulary Learning

McCafferty, Roebuck, and Wayland (2001) conducted a preliminary study about applying Vigotsky's activity theory to investigate the retention of new L2 vocabulary. Emphasis is placed on the goal-directedness of the activity in relation to the intentionality of those involved and the sociocultural context. This study took place over several class days and involved five native speakers of English enrolled in a third-semester Spanish class at a large US university. The control condition consisted of a writing task about a visit to the zoo using a list of related vocabulary items given by the instructor. The experimental condition consisted of peer interviews as regards the students' early foreign language learning experiences and was later reported to the class. Findings showed that increased mental effort and the productive use of new words in the experimental condition might positively affect learning and retention. Moreover, the researchers argue that task-essentialness—the relationship of a vocabulary item within an activity as the goal of the task—is also important for lexical learning

and retention, along with exposure to words in meaningful contexts. One of the main limitations of this study consists in the small sample size used, which limits the possibility to generalize the findings. However, the authors showed good evidence for the support of learning/retention enhancement when a lexical item becomes the focus of goal-directed action.

Another study investigating the influence of marginal glosses, dictionary use, and the repeated occurrence of unknown words on incidental vocabulary learning was developed by Hulstijn, Hollander, and Greidanus (1996). This empirical study included 78 advanced university students of French enrolled in three different Dutch universities who were randomly assigned to read a short narrative story under three conditions: marginal glosses, dictionary use, or control (not receiving additional information). After testing previous knowledge of lexical items, the students were tested on recognition, recall, and provision of meaning of 16 target words, eight of which were included three times by modifying certain phrases in the text, and the rest were unmodified to appear only once. Findings showed that frequency of occurrence and provision of word meaning through marginal glosses or dictionary use positively affected incidental vocabulary learning. Such strategies showed an improvement in the low incidence of incidental vocabulary learning. Furthermore, it seems that these strategies have both intentional and incidental learning and none of them seek to replace the other but to follow up or complement each other. As a result, these findings correlate well with previous studies that suggest the integration of intentional pedagogical methods to enhance the incidental learning experience [2:52; 9].

Shahrokni (2009)⁹ conducted an empirical study investigating the effects of online, pictorial, and textual pictorial glosses on the incidental learning of vocabulary of 90 EFL learners. After being recruited by poster ads, the participants were selected based on their results of an English placement test and

⁹ Shahrokni, S. A. (2009). Second language incidental vocabulary learning: The effect of online textual, pictorial, and textual pictorial glosses. *The Electronic Journal for English as a Second Language*, 13(3), 1-17

subsequently assigned to three groups of 30, in which they were exposed to research treatment during three sessions of instruction. The research treatment consisted of three different versions of the same text, each one displaying glosses of 25 target words by means of (a) texts, (b) pictures, and (c) a combination of texts and pictures. Finally, participants were tested on the immediate recall of the target words. The findings suggested that a combination of text and still images resulted in improved incidental vocabulary learning. Furthermore, these results confirmed that multimodal annotations support components of reading conducive to incidental vocabulary learning. Limitations from this paper stem from the fact that it included only male participants with a low English level, and the fact that delayed retention and further use on context of target words was not tested, which fail to fully test the incidental acquisition of lexical items or its use in vocabulary-level sentences. However, these results advocate for the positive use of multimodal strategies in CALL (Computer-Assisted Language Learning) settings for vocabulary learning, which can boost the incidental acquisition of L2 learners.

Xu (2010) examined the effect of different reading tasks on immediate word gain and retention in foreign language learners. More specifically, the researcher set out to operationalize the general labels of the *load involvement hypothesis*: “attention, elaboration, and depth of processing, into concrete task-specific constructs” (Laufer & Hulstijn as cited in Xu, 2010, p. 126). The participants involved 125 ESL freshmen students randomly selected from a Chinese university who were divided into four different groups according to their even scores on the university entrance English examination. Different tasks were given to each group consisting of four reading comprehension tasks of the same passage with 10 target words: reading comprehension with (a) glosses, (b) sentence marking with annotated target words, (c) glosses and dictionary use, and (d) no additional aid. Results suggested that tasks with higher involvement load, that is, tasks that involve search and evaluation, such as reading with glosses and dictionary use, are conducive to better word retention. Overall, the

marginal glosses showed to be more efficient in fostering incidental learning of foreign language vocabulary. This study gives positive evidence for the support of marginal glosses for incidental vocabulary as shown also in other studies (Hulstijn et al., 1996). It also showed the effectiveness of this type of tasks for low-intermediate learners. It would also be worthy of enquiring as to its effectiveness in learners with different levels of proficiency in order to generalize the findings for a broader audience.

The effects and quality of context for incidental vocabulary learning were also investigated in a study conducted by Webb (2008). Within class periods of 90 minutes, 50 intermediate Japanese ESL university students were randomly assigned to two groups (comparison and experimental) before completing a reading comprehension task. The task consisted of reading three sets of sentences, each one containing 10 target words (six nouns and four verbs) whose forms were disguised to ensure learners had no prior knowledge of them. The set of sentences was rated by English native speakers as being more informative (the first two sets) to less informative (the last two sets). Results suggested that informative contexts produced higher retention of the meaning of words in learners. The findings showed as well that context has a significant effect on gaining knowledge of meaning rather than form. This can boost the effectiveness of the recurrence of target words if they are encountered in highly informative contexts that lead to comprehension of vocabulary meaning. The results of this study correlate with previous findings that suggest incidental vocabulary learning improvement by allowing learners to infer correctly the meaning of unknown words through incidental learning in texts that provide high quality contextual cues.

The abovementioned studies have drawn attention to the effectiveness of marginal glosses accompanied with pictures along with the repeated occurrence of unknown words in highly informative contexts for the incidental learning of vocabulary. The results from these studies support strategies that boost the possibilities learners have to infer correct meaning of a word and its immediate and delayed retention. Furthermore, tasks promoting lexical items as the goal of

the activity seem to enhance vocabulary retention and learning, which can be integrated in activities relating to the sociocultural reality of learners.

After reviewing the findings of this literature review, there is strong evidence that supports the occurrence of incidental vocabulary learning through reading for meaning comprehension. As pointed out by Ahmad (2011), an incidental vocabulary technique is enhanced by reading in highly informative contexts. Not only does extensive reading appear to be the main feature for incidental learning. This type of learning is the result of a number of factors that correlate among each other to ensure its success. Research shows that learners must be able to recognize a great percentage of the surrounding words in order to correctly infer the meaning of a word in context. This amount of previous knowledge ranges from 95% to 98% for general and full textual comprehension. This knowledge could be fostered first through initial stages of intentional learning that allow following up on incidental acquisition of FOREIGN LANGUAGE vocabulary gains. As suggested by Zandieh (2012), both types of vocabulary learning could be bolstered if they are combined jointly in “a virtual learning environment in order to improve comprehension and vocabulary retention” (p. 60). Moreover, texts of personal interest to learners promote motivation resulting in more guided attention to lexical items at the word-sentence vocabulary level. Accordingly, exposure of unknown words should be included in meaningful contextual cues, which would allow high percentages of correct lexical inference activity.

The effectiveness of reading for incidental learning is also discussed. Reading boosts sub-conscious acquisition of lexical items. However, it also depends on the type of learner it is aimed at. Pilot research suggests that reading is more beneficial for low and intermediate learners, as it allows them to increase vocabulary gains and further retention of lexical items. In contrast, listening was found to be of improvement for vocabulary retention in advanced foreign language learners [27]. Clearly, further research should focus on the relationship of reading and listening in high-proficiency learners.

Strategies and tasks for promoting incidental vocabulary learning have also been the focus of research. Several empirical studies suggest that incidental vocabulary learning can be improved through marginal glosses. At the same time, marginal glosses and still images as multimodal annotations appear to be even more effective for incidental learning [6:253; 16:312]. Such results advocate for the positive use of multimodal strategies, such as multiple types of glosses and even video captioning in CALL settings for vocabulary learning. Moreover, other strategies that focus lexical items as the goals of different tasks showed positive impact in several studies [24]. These researches showed that the repeated occurrence of words in highly informative contexts conducive for learners to infer meaning of unknown words provide greater incidental vocabulary gains. In turn, such strategies embedded in tasks that encourage lexical items to become the focus of goal-directed activities could enhance learning and retention of vocabulary.

Important pedagogical implications stem from the results of this literature review. For example, teachers should consider the role of the type of text that best suits the interest of learners, and the quality of contextual hints that allow subconscious acquisition of vocabulary. Therefore, I draw attention to the importance of selecting authentic texts with highly informative contextual cues manageable for the level of proficiency of learners, and the importance of selecting tasks that allow learners to focus attention at the word level (syntactical level) and global text comprehension. Such activities, would not only boost comprehension and syntactic lexical knowledge, but would also allow the learner to use the newly acquired vocabulary in real-world speech events. Material developers also need to consider how texts will affect vocabulary learning. If the context surrounding the vocabulary is not useful for learners to correctly infer the meaning of words, multimodal glosses are likely to be necessary for learners to gain knowledge of meaning and focus attention at the word level in meaningful and authentic texts.

In addition, the frequency of occurrence of the target vocabulary has a significant effect on the retention and recall of lexical items. As a consequence,

such effect is enhanced when complemented with additional aids, including learner's access to knowledge of words and awareness of vocabulary learning strategies. In other words, the perfect amount of intentional and incidental learning that improves L2 vocabulary learning. Likewise, the use of multimodal texts, including video captioning, enhances comprehension and gives the learner additional support to associate correctly a lexical item with its meaning. In this sense, the inclusion of new technologies in the foreign language class enhances the incidental acquisition of vocabulary and it could help us to improve current reading strategies and tasks in our learning environment. Beginners and advance learners can benefit from reading and listening activities correspondingly that include multimodal e-learning technologies, even perhaps for the incidental acquisition of multi-word phrases and collocations.

According to Allen the communication will stop when learners lack the necessary words. It means that when one does not know what vocabulary used to communicate with others, one cannot express his idea to be conveyed and in addition to this, the communication will end. However, mastering vocabulary is not only having great vocabularies or remembering vocabularies. It is also includes the skill to make the right choice words, and also spelling the word correctly.

Furthermore, Rivers in Nunan (1999) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions that we may have learned for comprehensible communication. It means that vocabulary will give an important element in the acquisition of second language.

From the opinions above, it can be concluded that vocabulary plays an important role in language communication. When one learns language, the first step that should be known is learning vocabulary. It is caused by vocabulary is the basic aspect of learning any language.

1.2 Theoretical bases for learning vocabulary through authentic video materials

Students would love a lesson based just on authentic videos. However, in most cases institutions (schools, language institutes or universities) work with an accompanying textbook which teachers are required to work through over the course of the year. In this aspect, authentic videos are used as a supplement of these textbooks or they are used as a replacement of the activities teachers do not like or feel uncomfortable with. It is important to consider in this aspect that many times, the textbooks used or the syllabus do not contemplate some important aspects of the language to be learnt, so the teacher can use the authentic videos to fill those gaps and use them as tools to teach them what is missing. The use of authentic video materials serve for different purposes, depending on the teacher and students' needs. According to Lewis & Bedson (1999, p.6) ¹⁰, the use of authentic video materials can make the planning of the lessons easier in the following aspects:

- Insert them into your plan since they can serve as a valuable backup.
- Use them to introduce new material.
- Practice recently learnt language items.
- Introduce or practice certain themes.
- Relax or energize a class.
- Use them to control the rhythm of your lesson and get a group of unmotivated students up and moving around, participating in the class and being more receptive to the rest of the lesson.

It is important to make a difference between the rousing authentic videos and the settling ones. The rousers are those authentic videos that wake a class up. The characteristic of these authentic videos are that they are movement authentic videos where students have to compete. An example of these is the Guessing game where students are required to speak, but what to have to be kept in mind is that after listening to these authentic videos, students may either be

¹⁰ Lewis, G., and Bedson, G. (1999): Games for Children, Oxford: Oxford University Press

settled because of waste of energy or they may be excited so much that they can go wild and lose control. The settlers, on the other hand, calm down a class. Examples of these are the craft activities and authentic videos focused on listening or writing. But everything will depend on the teacher deciding what and how the game will be played.

Guidelines for using authentic video materials:

- A. The instruction for video material must have a clear learning objective and purpose.
- B. When working in teams the teacher should assign the students of the team. The selection of the students should be fair so each team has in its group intellectually balanced students. Random grouping is not recommended because students may want to try to pair up with the know-it-all or will choose to work with their friends.
- C. The teacher must explain all necessary procedures and rules clearly so all students listen to and understand carefully.
- D. The teacher must be consistent with the use of time when watching the video. He/she must use a timer, if necessary, to make sure everyone has the same amount of time to answer.
- E. The teacher must always be prepared for unexpected situations. He/she should know how the video material works because it helps making educated and well-thought out decisions.
- F. The teacher should maintain a non-threatening environment and for this he/she needs to set the rules and procedures for the watching video clearly. Many times, when watching authentic videos students get emotionally excited and may react negatively or have unacceptable behavior, in order to avoid that, it is important to state the significance of how to treat and talk to others so we cannot hurt to anybody.

Challenges for using authentic videos in a classroom:

- A. Include every student in the video class. This is perhaps one of the most challenges a teacher has to face when using authentic videos. Many times, in

classes there are shy students who do not involve in the activities, but we have to try to get them in so they can also be part of the activity.

B. Examine safety precautions. If the activity based on vide material involves physical activity it is important to be sure that the environment where the activity will be played is safe enough so nobody can be hurt.

C. Balance the personality of the students. In every class students bring their own personality and it is hard for teachers to balance the passive and outgoing students as well as the geniuses and the average students because generally the passive students do not participate unless it is their turn, and the outgoing students tend to be impatient, loud and constantly in motion.

D. Control noise. Sometimes playing authentic videos involve noise because of the competition environment and the desire of winning of the students, and many times this situation disturbs other classrooms next doors.

E. Let students know that the goal of the watching video and doing activity based on it is not winning. Obviously, when playing a game it is students' purpose to win and for this, they tend to do whatever to achieve it not considering the members of their group and many times some of them pressure their classmates by acting negatively. When this situation happens, the teacher should stop the game and explain students the way they should treat one another.

Aspects to consider when choosing authentic videos:

A. It is obvious that authentic videos should be beneficial, but they should not lose the objective of it. Teachers must always keep the language component in mind since it is the reason why doing so.

B. Different authentic videos from lesson to lesson. When overusing a video material, it is difficult to motivate students to try a new one; that is the reason why it is good to take the class various authentic videos so they can wait for the next class anxiously.

C. Vary the order in which you play authentic videos. Keeping the routine in the order a lesson is done is sometimes useful because students know what is going on, but it makes the lesson even more interesting when there is unpredictability.

So it is recommended to mix up the order a little bit so students can be surprised and insert the authentic videos when energy and understanding are at their best.

D. Adequate time to play. It is important to consider that authentic videos should not take very long since students may lose interest in the class, for which teachers should be prepared with extra material, and wander off.

E. Availability for playing. Before taking the video to the class, the teacher should know very well what the video is and what the rules are to avoid problems. Likewise, if the video requires the use of “Materials”, the teacher should have them ready to be used. He/she should place them on the table in order not to waste time in taking them out of his/her bag.

F. Language level. The traditional terms of beginner, intermediate, and advanced are not applicable to students from 4 to 12 years old since it is difficult to filter out the language component from children’s general development (Lewis & Bedson, 1999, p.11) ¹¹

G. Class size. Before choosing an authentic video material, teachers should consider the size of the class. It is best to divide the class into small groups and it becomes more manageable.

¹¹ Lewis, G., and Bedson, G. (1999): Games for Children, Oxford: Oxford University Press

SUMMARY OF CHAPTER I

Teaching English as foreign language requires different ways which may be considered basics to acquire and produce the language. In order to achieve an effective teaching and learning, using technology such as; internet, computer, authentic materials, CDs and distance education can be one of the good and effective strategies to overcome students' weaknesses in language learning. Authentic videos like: movies, music videos, documentary videos, are the ideal means to help facilitate and present information in an interesting and entertaining way so the lesson would look more fun.

This chapter of the work is devoted to a theoretical basis of authentic video materials and their usage in language classrooms as well as incidental vocabulary learning. Authentic materials are considered as spoken or written language information that has been created in the course of real communication, and not specifically written for purposes of language teaching. Students are encouraged to fetch to in to the classroom their own samples of authentic language information from their daily life activities and society outside of the classroom. They are exposed to many sources as a way of practice each skill, including TV and radio broadcasts, taped conversations, meetings, talks, and announcements. They also read magazine stories, hotel brochures, airport notices, bank instructions, advertisements and a huge number of other written messages from the real world in situations as they occur. Using authentic materials offer mature learners with more authentic experiences with print in the context of schooling means working to change thoughts about instruction and about teacher and student interaction. Then, it means really getting to know students' needs and goals. It means finding written texts that have sense for learners and ensuring that those texts are understand: TV commercials, films, news items, weather forecasts, airport and station announcement, radio talks, interviews, and debates. Or written such as: articles, train timetables, advertisements, brochures, poems, application forms, and instruction for use of equipment. For real life reasons, all the while providing students with the

literacy skills and strategies they will need to read or write those texts successfully.

Video is important in educational applications. It is one of the best technologies which provide learners with an opportunity to view and learn in interesting, attracting, and motivating way. Especially, youth of today are very interested in high-tech that using video materials in language classes make the lesson more interesting and beneficial for them. The following examples of authentic video can be used in the classroom: TV commercials, public service announcements, short movies, full-length feature films, television dramas, sitcoms, documentaries, YouTube clips, music videos, news programming, even video games, and home movies. Some do argue that scripted programming, i.e., soap operas, are not authentic because they are scripted. However, given that they are written for and by native speakers, they are qualified as; authentic in the context of this discussion.

To sum up it can be highlighted that authenticity and using authentic materials in language lessons create a real life condition and language atmosphere which allow learners to be up to- date with modern life by being aware about target culture and people life. Concerning usage of them it requires being aware from language teachers about the ways of selecting and using authentic materials.

CHAPTER II AUTHENTIC VIDEO MATERIALS AS A BASIS OF MASTERING LEXICAL MATERIALS IN EFL CLASSES

2.1. The importance and use of authentic video materials in language teaching

Authentic videos offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. While playing authentic videos, the learners' attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people. In a game-oriented context, anxiety is reduced and speech fluency is generated--thus communicative competence is achieved.

Authentic videos are also motivating. Authentic videos introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language (Prasad 2003). In other words, these activities create a meaningful context for language use. The competitive ambiance also makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs. Most students who have experienced game-oriented activities hold positive attitudes towards them (Uberman 1998). An action research conducted by Huyen and Nga (2003), students said that they liked the relaxed atmosphere, the competitiveness, and the motivation that authentic videos brought to the classroom. On the effectiveness of authentic videos, teachers in Huyen & Nga's (2003) reported that action research reported that their students seem to learn more quickly and retain the learned materials better in a stress-free and comfortable environment.

The benefits of using authentic videos in language-learning can be summed up in nine points. Authentic videos: are learner centered.

1. promote communicative competence.
2. create a meaningful context for language use.
3. increase learning motivation.
4. reduce learning anxiety.
5. integrate various linguistic skills.
6. encourage creative and spontaneous use of language.
7. construct a cooperative learning environment.
8. foster participatory attitudes of the students.

Many experienced textbook and methodology manuals writers have argued that authentic videos are not just time-filling activities but have a great educational value. W. R. Lee¹² holds that most authentic video materials make learners use the language instead of thinking about learning the correct forms. He also says that authentic videos should be treated as central not peripheral to the foreign language teaching program. A similar opinion is expressed by Richard-Amato, who believes authentic videos to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using authentic videos. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "but also they are used to introduce new ideas". In the easy, relaxed atmosphere which is created by using authentic videos, students remember things faster and better [29].

Authentic videos encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems.

There are many factors to consider while discussing authentic videos, one of which is appropriacy. Teachers should be very careful about choosing

¹² Lee, W. R. 1979. Language teaching games and contests. Oxford: Oxford University Press.

authentic videos if they want to make them profitable for the learning process. If authentic videos are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practiced. Not all authentic videos are appropriate for all students irrespective of their age. Different age groups require various topics, materials, and modes of authentic videos. For example, children benefit most from authentic videos which require moving around, imitating a model, competing between groups and the like. Furthermore, structural authentic videos that practice or reinforce a certain grammatical aspect of language have to relate to students' abilities and prior knowledge. Authentic videos become difficult when the task or the topic is unsuitable or outside the student's experience.

Another factor influencing the choice of a video is its length and the time necessary for its completion. Many authentic videos have a time limit, but the teacher can either allocate more or less time depending on the students' level, the number of people in a group, or the knowledge of the rules of a game etc.

Authentic videos are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Authentic videos ought to be at the heart of teaching foreign languages. Stronin¹³ suggests that authentic videos be used at all stages of the lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teacher's aims connected with a video may vary:

Authentic videos also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors agree that even if authentic videos resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

¹³ Stronin M.F. Обучающие игры на уроке английского языка (из опыта работы). / . – М.: Prosvyashchenie, 1984.-112p

Authentic videos also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered. If it is accepted that authentic videos can provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term!

There are many advantages of using authentic videos in the classroom:

1. Authentic videos are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Authentic videos help students to make and sustain the effort of learning.
4. Authentic videos provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.'

Authentic videos encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

Authentic videos have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, authentic videos bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, authentic videos usually involve friendly language atmosphere

and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, authentic videos bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.'

Therefore, the role of authentic videos in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from authentic videos, it is essential that suitable authentic videos are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

- Authentic videos are fun and children like to watch and listen to them. Through authentic videos children experiment, discover, and interact with their environment.
- Authentic videos add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Authentic videos can provide this stimulus.
- The context makes the foreign language immediately useful to the children. It brings the target language to life.
- The video makes the reasons for speaking plausible even to reluctant children.
- Through watching and listening to authentic videos, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- Even shy students can participate positively.

General Benefits of Authentic videos

Affective:

- lowers affective filter
- encourages creative and spontaneous use of language
- promotes communicative competence

- motivates

- fun

Cognitive:

- reinforces

- reviews and extends

- focuses on vocabulary communicatively

Class Dynamics:

- student centered

- teacher acts only as facilitator

- builds class cohesion

- fosters whole class participation

- promotes healthy competition

Adaptability:

- easily adjusted for age, level, and interests

- utilizes all four skills

- requires minimum preparation after development

So, language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen authentic videos are invaluable as they give students a break and at the same time allow students to practice language skills. Authentic videos are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Authentic videos are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

In conclusion, learning vocabulary through authentic videos is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that authentic videos are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

2.2. Types of authentic video materials and the way of selecting them

Lexical units of active minimum should be introduced by teacher orally in separate sentences or in a coherent story. Teacher should try to provide brightness of the first acquaintance of students with the new lexical items and try to link them to a particular life situation, as the first perception is very important to remember. An example of bright introducing of the theme “animals”: frog, crocodile, monkey, bear, wolf; can be the following story told by teacher about how dad and his son come to the zoo and the father tells about each animal, its appearance, favorite food. Also, these words can be memorized by showing pictures or toys. Bright introduction might be achieved by using colorful and interesting didactic materials.

The teacher says the new words and the students repeat them individually and in unison. It is important for consolidation the sound form of the word. Vocabulary exercises, useful at all levels of learning are the following ones: making a combination of separate words; filling in the gaps in the sentences or complete them; making sentences using new words; to answer questions using new words. [14; p. 9]

The most difficult question of work on vocabulary is the number of lexical items in each lesson. The number of new words in the class depends on many factors: the fact whether the input words belong to the active or passive minimum; from difficulties words; the degree of relatedness of lexical items together; on the stage of training and level of students. The second and third forms at one lesson from 5 and up to 12 words can be introduced. [2; p. 294]

If to speak about repetition of previously input words, there is some rules: the closer to the time of the introduction of lexical unit, the meeting with them (in the speech activity or special exercises) should be more frequently; after two or three lessons meeting may become less frequent, but these lexical units must meet at least for a month.

In addition to repeatability, without which acquiring the vocabulary of a foreign language is impossible, they're supposed to be specially organized

repetition. This objective corresponds to the use of techniques aimed at systematization of thematic vocabulary at the end of the term. For example, students are asked to name all the words and phrases that relate to theme "Animals". Based on linguistic foundational repetition of vocabulary has general educational value, as students become accustomed to think of the language in the form of its relationship with the content. Work on vocabulary generally provides food for the development of the language of observation, which is important for the general culture of students. [14; p.13]

According to the national curriculum, teaching communication is very important because of the fact that it plays such a big part of knowing a language. The curriculum also claims that since communication is unpredictable in real life, students must get the chance to practice exactly that and not just to read premade conversations. In order to achieve this, the curriculum suggests authentic videos as a good method. [4; p. 8-14]

There are a number of reasons that authentic videos deserve a place in the language classroom. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

Secondly, authentic videos also play a big part in helping participants build relationships, and to feel equal. Using authentic videos in the classroom can also help create a friendly and positive atmosphere where seat arrangement can differ from game to game, and thus cause diversity from the norm which can be extremely helpful in keeping an exciting learning environment. [16; p.7-8]

Thirdly, the reason most people want to learn a language is to be able to use it in real situations, for example when travelling. Authentic videos can be a very good way to practice this skill because they can easily be used to reenact various situations from real life and provide students with practice in their fluency. Also, by using authentic videos in the classroom the teacher is giving

his students a bigger role, and he himself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibility. Also that allows students to do more on their own, and that can very well result in an increase in their confidence level. [5; p.315].

Fourth, language students need to be exposed to the language in a variety of situations, which is a need authentic videos can fulfill. Language students also need to be ready to take on the experience, keeping their minds open and being willing participants. Again, authentic videos make this possible.

Fifth, language students need to be emotionally involved, meaning they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and are therefore likely to have a positive effect on language learning. [16]

Sixth, authentic videos are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class. Also it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness.

Seventh, authentic videos can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students. They can be used with students of all ages, and when they are used with other teaching methods they create diversity which is ideal for school work [6; p.80]. A study that was undertaken in Iceland in 2006 shows clearly the need for diversity in schools. Many participants in that study complained about the lack of diversity, and that they wanted more of it in order for their learning to become more fun and progressive in their school [7; p.192].

Finally, using authentic videos in the classroom is important because many children do not get enough opportunity to play during their free time,

which can be traced to the rapid changes in our society. Cities are getting bigger and traffic is getting heavier which means that more and more parents are hesitant to let their children play outside. Also passive activities such as watching television, or the computer screen are seen as being more exciting than actually physically playing, so today the sight of children playing various authentic videos in groups outside is becoming much more rare than it was 10, 15 or 20 years ago. This is not a good development, and it can have several bad consequences for our society. One possible consequence is that the lack of movement can cause health problems because even though not all authentic videos are physical some certainly are [8; p.333]. Another consequence this change might have is decreased social skills because, according to Piaget, children's authentic videos reflect society and that by playing authentic videos children learn many of society's rules and regulations [9; p.190].

Even though authentic videos are usually started with the aim of having fun, they can sometimes end badly, for example if someone gets carried away with all the fun and says or does something that hurts someone else or his feelings. When authentic videos are used in the classroom the teacher must keep this in mind and control the class in the right way. Also he or she must make sure that every participant has a positive experience because the classroom must not become a place where students feel vulnerable or picked on in. Another thing that is important to acknowledge is the fact that not all authentic videos fit the classroom environment, or all groups of students, and that it can be hard finding the right game. In fact, it is good to keep in mind when selecting a game that a recipe for a good educational game is one that balances both fun and challenge [10; p.448].

According to I.A.Danilovich, the educational authentic videos that are used in learning a foreign language, must correspond to certain didactic requirements. They are: to fulfill the principles of consciousness, developmental education, duration of learning outcomes, positive emotional background, implementable complexity. It is important to match the general methodological

requirements, which correspond with the methodological principles of intensive foreign language teaching: personalized communication, personal and role organization of the educational material and the learning process, the collective interactions; certain methodological requirements, which are determined by the objectives of teaching certain kind of speech activity or relate to specific tasks of a certain stage of learning. [11; p.64]

Here is a general classification of educational authentic videos according to the following criteria [18; p.197-199]:

- The purpose – educational authentic videos for the formation of speech skills (lexical, grammatical, of pronunciation, spelling, graphic) and educational authentic videos for the development of speech skills (listening, speaking in monologue / dialogue form, reading, writing, translation);
 - On the level of communication – communicative, conditionally communicative and non-communicative;
 - The teaching activities aimed at obtaining or transmitting information – receptive, reproductive and productive;
 - According to the degree of control operations of participants – with full control, with partial control and with minimal control;
 - The presence of role the component – a component of the role-playing and without role-playing component;
 - The presence of an element of competition (for personal / team championship) and educational authentic videos without the element of competition;
 - Taking into account the mobility – moving and static;
 - On the use of objects – with objects and without objects;
 - Quantitative composition of participants – individual, pair, group;
 - The method of organization - for computer simulation and modeling, writing, etc .;
 - Duration – long and short activities.

M.F. Stronin classifies educational authentic videos according with

aspects of language *preparation* (vocabulary, vocabulary, spelling, phonetics, reading authentic videos on the assimilation of the rules) and *creative* (auditive and speech). [19; p.135]

The first section is made up from grammatical, lexical, phonetic and spelling authentic videos that contribute to the formation of speech skills. That is why they called “preparation authentic videos”. Authentic videos make a boring job more interesting and exciting. Most of the first section authentic videos can be used as a training exercise at the stage of both primary and individual fixing.

The second section is called "Creative authentic videos". The purpose of it is to promote the further development of speech skills. The ability to show an independent solving of speech problems, quick response in communication, maximum mobilization of language skills can be presented in auditive and verbal authentic videos. Authentic videos of the second section are training students' ability to use language creatively. [19; p.139]

Authentic video materials are intended to develop skills and particularly effective in the early stages of learning a foreign language (preschool age, younger school age). It helps memorizing new words. For children of primary school age game is the leading type of activity. Children remember information better if it is presented in a situation; the lesson becomes more interesting and exciting for them. Such types of authentic videos are voiceless or with voice; imageless or with image; image and voiceless or voice without image; image with voice. [20; p.51]

Here are some highlightable features of such authentic videos: static, form of competition, the uniqueness and limited solutions. This is imitative and reproductive activities carried out in the form of competition. Authentic video materials are for the initial stage of learning a foreign language. Used for the purpose of fixing the linguistic material, as well as learning to compose simple sentences.

Authentic video materials help to remember the correct spelling of a word, its pronunciation (with the help of a teacher), learn new words and their

translations, as these types of authentic videos involved not only auditory memory, but also the visual and motor. The student cooperates with the teacher who helps him to memorize new words and consolidate existing knowledge (vocabulary, vocabulary, phonetics and spelling).

Learning authentic videos are used on higher stage of training. Learning authentic video activities include: filling the gaps, guessing, searching, selection of words, writing the summary, paraphrasing, concluding the ideas.

According to V.V.Petrusinskii, A.A.Derkacha, E.A.Masliko, M.K.Kolkovoy using videos is one of the most effective methods of teaching a foreign language. Educational authentic videos help solve the problem of learning foreign language through communication; they are a means of creating motivation.

It is known that primary school age (1-3 grade) is the most favorable for the assimilation of a foreign language. Natural curiosity, high simulation ability, flexibility of natural language acquisition mechanism, the need for new knowledge, is a very favorable factor for the successful assimilation of a foreign language. However, the instability of attention and selective memory, impulsive behavior, and fatigue can complicate the process of learning the language of knowledge and formation of speech skills.

Educational authentic videos that are used in the system of traditional learning, presents the following functions:

- educational (contribute to the acquisition of knowledge, as well as the formation of foreign language skills within one or more of the training);
- motivational incentive (motivate and stimulate learning and cognitive activity of students);
- compensatory (to compensate the absence or lack of practice, training activities closer to the conditions of language skills in real life).

The necessity and purpose of using and selecting video materials are determined by the teacher and are dependent on the curriculum, the specific situation, the characteristics of the class and a number of other objective and

subjective reasons. [20; p.21]

During the preparation the teacher should consider the following methodological requirements for the selection of authentic videos.

1. Video material should correspond with learning objectives. Teachers should have a good understanding of why they want to teach students, and what it can achieve in these tasks by using authentic material.

The video is a part of the learning process, and it should be used in an optimal combination with traditional teaching methods. It has to be a logical continuation and completion of the study a separate topic, a kind of practical complement to it.

2. Credibility of the material lies in the selection of typical situations, but at the same time it should provide the learners some novelty.

3. It is also important intellectual and emotional readiness of the participants. Also, it is necessary having a clear system of training for playing the video and qualified control over its course.

4. The contents of the video material must meet the level of training of the participants. The lower the level of knowledge and experience of the students, the more simple the game should be. But if the language is too simple, it does not stimulate the brain activity of participants as they have enough previous experience.

There are three main stages of organization authentic videos:

- 1) preparation;
- 2) watching;
- 3) debriefing.

Preparation stage. This step is the most time-consuming and responsible of all the stages of the game. At this stage the teacher primarily designing the pre-watching activity, according to each of the following circumstances:

1. Defining the problem, theme, subject, content and learning objectives of the game.
2. Identification of common features activities of students, which have

to be modeled.

3. Emphasizing of major stages, the typical problem situations, the main factors determining the nature and dynamics.

4. Identification of the specific objectives of the structure.

Watching the video material. At this stage, the implementation plot of the material take place. Participants imitating reality, perform tasks, interacting with each other.

Teacher monitors the progress of the activity, controls it. In addition, in the case of deviations from the objectives, he tactfully and gently intervenes in the play and restarts the "balance".

Rounding out the second stage the general discussion, during which the listeners express their first general impression. [14; p.120]

Debriefing. At this stage, the teacher (with the experts, judges, arbitrators) sums up the content, analyzes the quality of foreign language communicative activities, results of individual conflicts, etc. (i.e. there is an analysis and evaluation of work of the participants according to the rules and evaluation criteria).

Foreign-language behavior of each participant requires a separate analysis. Usually it is necessary to work on the bugs, the teacher offers to perform some remedial exercises in the next lesson. [14; p.120]

Here are some of the problems many preschool teachers have [22; p.185]:

- Preschool children have a VERY short attention span.
- Preschool children will forget things quickly.
- Preschool children may not be fully confident in their own language.
- Some of preschool children may not be motivated to learn.
- They may be fearful.
- Pre-school children develop at very different rates so you are sure to have a mixed ability group.
- Teachers need a LOT of ideas to keep their attention.

- Teachers need real language learning techniques and not just time fillers to keep the children busy.
- Preschoolers can be easily overwhelmed.

That is why here are given some tips for using authentic videos:

1. Organization. The first thing you should do when start teaching a preschool or elementary school ESL class is to figure out how to organize your class. For the younger students you'll have to change your activities every five to ten minutes because they have shorter attention spans. If you don't change your activities, they'll soon start losing interest. The best way to gauge this is to pay attention to your class for the first few days to see what length of time works the best for them. Additionally, try to have everything ready to go before the students enter the classroom. That way you can go from activity to activity with minimal downtime. This is essential as you can lose control of the class if you do not keep them occupied. [21; p.137]

2. Variation. You want to make sure your activities appeal to all sorts learning styles, so even when you are using authentic videos to teach vocabulary you'll want to vary the types of things you expect your students to do. For preschool and early elementary grades, stick to authentic videos that use talking, listening, looking and moving. [23; p.16]

3. Routine. Even if you only have your students for a short time every week, establishing a routine will help the class go smoothly. Children of this age (preschool through elementary school) thrive on routine and if they know what to expect next, they will be more able to participate in what's going on now. Set up a schedule for the type of activities you'll be doing at any given time throughout the class whether it is a video game, story or song or whatever you want to do. Then, when you are planning your class, plug in the appropriate activities to each section of time.

4. Nurture. Perhaps the most important thing you can do with your students is to nurture them every day. For each child in your class, find something you like about him or her and be sure to tell him or her. Be

encouraging, patient and kind while watching authentic videos and participating in activities and they'll like you as a teacher and a person which will in turn help them get excited about your class and what you have for them to do every day. Based on all of the information above it seems clear that authentic videos can and should be used as a teaching method when teaching languages. One reason why authentic videos could work well as a teaching method is because of the change that has occurred in teaching, where students have been becoming much more active in the whole learning process. Besides giving students a chance to be more active, authentic videos usually place the teacher in a background role, and therefore allow the students to take on more responsibility.

There are many different kinds of tasks that teachers can set learners in order to help move words into long-term memory. Some of these tasks will require more brain work than others. That is to say, they will be more cognitively demanding. Tasks in which learners make decisions about words can be divided into the following types, roughly arranged in an order from least cognitively demanding to most demanding:

- identifying
- selecting
- matching
- sorting
- ranking and sequencing

The more of these task types that can be performed on a set of words the better. In other words, an identification task could be followed by a matching task, which in turn could be followed by a ranking task.

Identifying words

Identifying words simply means finding them where they may otherwise be “hidden”, such as in texts.

Here, for example, are some identification tasks relating to the text Fear of Flying. Give the learners the text and ask them to:

- Count the number of times plane(s) and train(s) occur in the text.

- Find four words connected with, flying in the text.
- Find five phrasal verbs in the text.
- Find eight comparative adjectives in the text.
- Underline all the words ending in -ing in the text.

Ask them to read the text, then turn it over, and then ask:

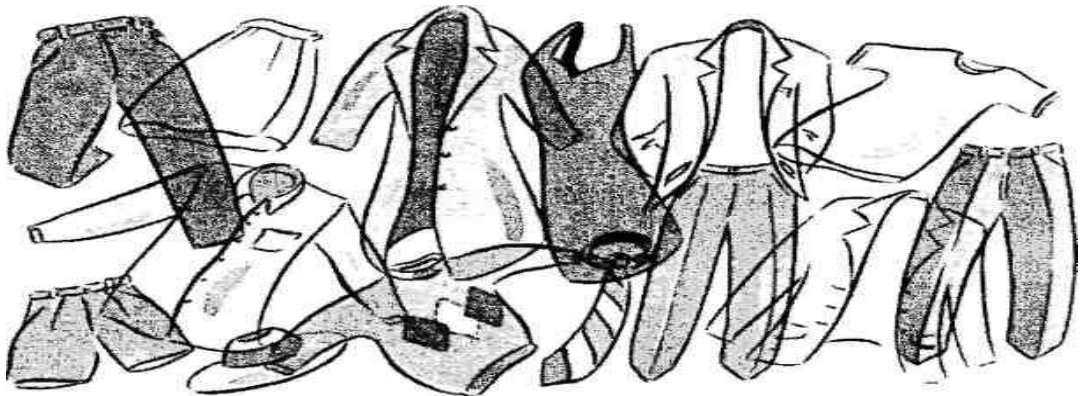
- “Did the following words occur in the text?”

busy crowded fast dangerous uncomfortable dirty convenient
inconvenient noisy

- “Now check the text to see if you were right.”

Identification is also the process learners apply in tasks in which they have to unscramble anagrams (such as utis, snaje, eti — for suit, jeans, tie), or when they have to search for words in a 'word soup', such as the following (also from Language in Use):

1 What are these clothes in English? The answers are all in the picture.



Selecting tasks

Selecting tasks are cognitively more complex than identification tasks, since they involve both recognising words and making choices amongst them. This may take the form of choosing the “odd one out”, as in this task (again, based on the lexical set of clothes).

Choose the odd one out in each group

1	trousers	socks	jeans	T-shirt
2	blouse	skirt	tie	dress
3	T-shirt etc.	suit	shorts	trainers

Note that with this kind of activity, there is no “right” answer necessarily. What is important is that learners are able to justify their choice, whatever their answer. It is the cognitive work that counts – not getting the right answer.

Here is another open-ended selection task, with a personalised element

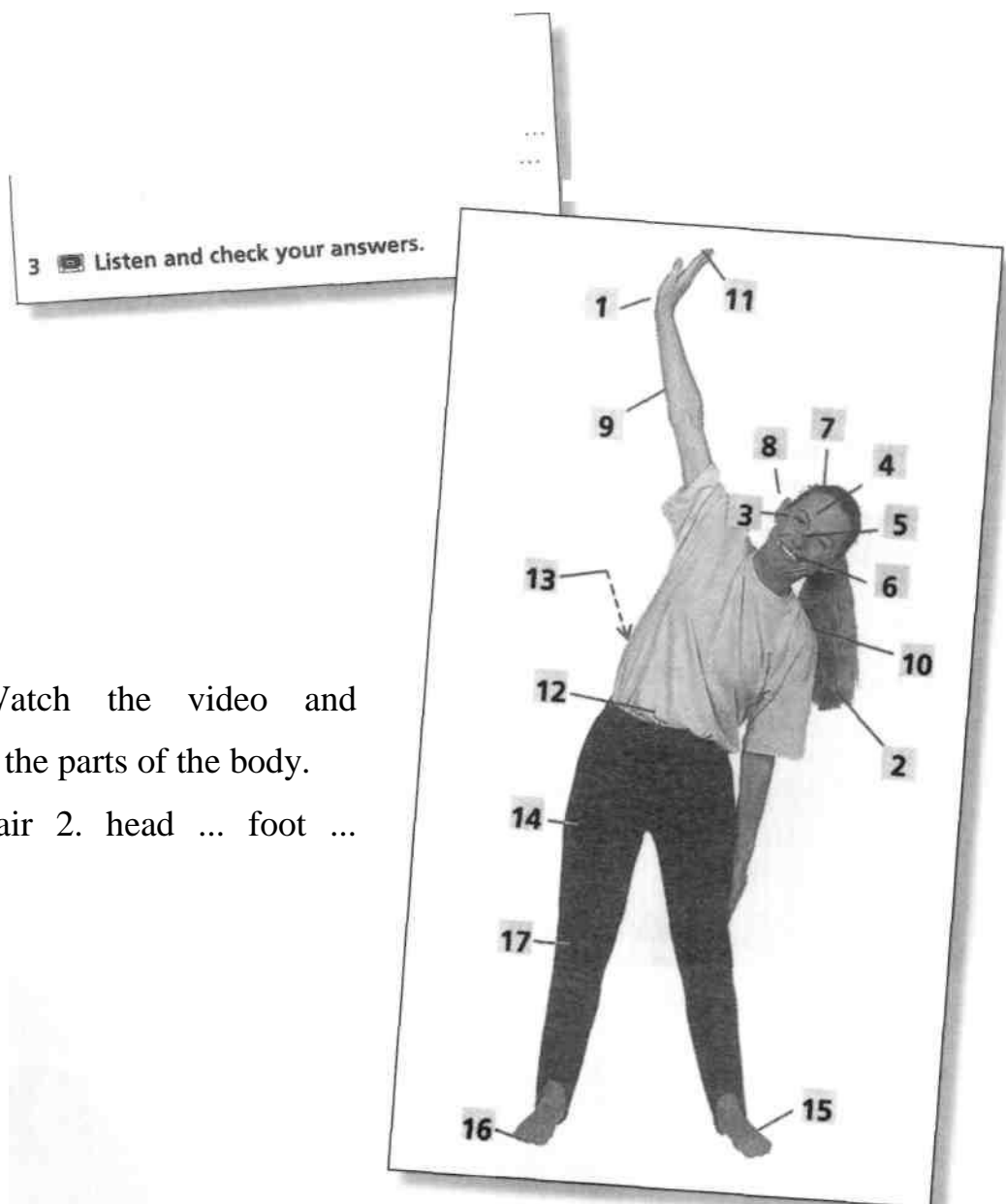
<p>1. Work in pairs. Choose five words to describe yourself. Use a dictionary if necessary.</p> <p>careful interesting clever cold confident fit funny imaginative intelligent kind lazy nervous optimistic patient pessimistic polite quiet calm rude sad sensitive nice serious tidy thoughtful</p> <p>Think of other words you can use. honest, friendly...</p> <p>Discuss your choice of words with your partner.</p> <p>I think I'm usually optimistic. And I'm always polite! Does he/she agree with you?</p>	<p>2. Think of three people you admire very much. They can be politicians, musicians, sports personalities etc. or people you know personally. Choose the person you admire most and think of three adjectives to describe this person.</p> <p>Then choose the second and third person you admire and think of three more adjectives for each person to explain why.</p>
---	--

from Greenall S, Reward Pre-Intermediate, Macmillan Heinemann

Matching task

A matching task involves first recognising words and then pairing them with – for example – a visual representation, a translation, a synonym, an antonym, a definition, or a collocate. As an example of this last type, here is a verb-noun matching task.

Here is a vocabulary activity from a beginners' course (Mohamed S and Acklam R, *The Beginners' Choice*, Longman), consisting of two stages. Devise at least three further stages which would require learners to 'put the words to work' – both receptively and productively.



Watch the video and number the parts of the body.

hair 2. head ... foot ...

Sorting activities

Sorting activities require learners to sort words into different categories. The categories can either be given, or guessed. Here is an example of the former (from Thornbury S, *Highlight Pre-Intermediate*, Heinemann).

Word field: characteristics

Put these adjectives into two groups – positive and negative

emotional	friendly	good-humoured	outgoing
confident	ambitious	rude	self-centred
offensive	kind	selfish	nice

Here is an activity in which learners (at a fairly advanced level) decide the categories themselves:

Put these words into four groups of three words each. Then, think of a title for each group.

goal net piece club racket shoot board green

court hole pitch referee check serve tee move

Now, can you add extra words to each group?

Ranking and sequencing

Ranking and sequencing activities require learners to put the words into some kind of order. This may involve arranging the words on a cline: for example, adverbs of frequency {always, sometimes, never, occasionally, often, etc). Or learners may be asked to rank items according to preference:

Imagine you have just moved into a completely empty flat. You can afford to buy one piece of furniture a week. Put the following items in the order in which you would buy them:

fridge bed desk dining table sofa

wardrobe chair dishwasher bookcase cooker

washing machine chest of drawers

Now, compare your list with another student and explain your order. If you were sharing the flat together, would you agree? If not, make a new list that you both agree about.

Any sequence of activities – from starting a car to buying a home – lends itself to the same treatment. Here, for example, is a task that focuses on the language of air travel (from Garton-Sprenger J and Greenall S, *Flying Colours 2*, Heinemann):

Work in pairs. Think about what people do when they travel by plane. Put the actions below in the correct column.

before the flight	after the flight
check in leave the plane land unfasten your seatbelt go into the departure lounge go to the departure gate fasten your seatbelt go through passport control	Leave the plane check in collect your baggage go through passport control listen to the safety instructions go through customs board the plane go into the arrivals hall
Number the actions in the order people do them.	

SUMMARY OF CHAPTER II

This chapter summarizes concepts about the importance of authentic video materials and their types.

The authentic videos are considered as an appropriate strategy to enhance students' level in different skills such as; listening and speaking. These videos involve gestures and facing expression that assist students and motivate them in developing their skills. Within this part, we are going to focus on some different types of authentic videos that are: movies, documentary and music videos..

Movies can be considered as authentic materials that are applied in classroom and they provide the learners in a situation, that they may find themselves with real learning. In addition, the real learning supports the learners to recognize that there is a relationship between the simple traditional classroom teaching and the real world. Therefore; the foreign language is utilized in real daily life situations outside the classroom. The films help students to develop their common skills as: speaking, reading, and listening.

Documentary films are generally more educational and include specific topics. They typically have a serious style with regular expressions and a Standard English. In addition, they teach useful knowledge to learners which make them more appropriate than movies and TV commercials being used as teaching materials. Documentary films may lack the pleasure and the anticipation of popular movies, but they can provide a rich language resource, providing students with opportunities to access in a broad variety of topics to communicate their opinions by drawing on and applying the language, knowledge and skills they have developed. Unlike movies and TV commercials, which use a great number of slangs or even abusive languages in the dialogues, the language of documentaries is carefully scripted and delivered in Standard English, which makes them more suitable as teaching materials for EFL students.

Music videos are the most suitable type of authentic videos to develop speaking skill. And is a one of the most popular videos and may interest

students. This is because students feel motivated when working with this kind of material; furthermore, any kind of music used in class can help learners to develop their ability to speak especially when this music is retrieved from the social contexts. Music videos are considered as a short film that usually provides images to interpret the meaning of a popular song. The teacher selects music videos to be applied in the teaching and learning to develop speaking skills because they may contain some elements which can help the students to discover new ideas.

Songs offer a lot of practice for students to link the sounds of phrases or sentences naturally as they listen and sing, following the tape, so that they can improve their pronunciation and the use of natural reductions of English without feeling about it. In addition to that, they facilitate the learning of a language in interesting and effective ways.

By summarizing we can say that the benefit of applying videos in learning is that students are similar to learning languages through the visual material. And also students' comprehension of video material is mainly due to the visual clues instead of the auditory components. These clues may be a key support for assisting students to connect with their first language (mother tongue). Finally, when listening to native speakers talking; students become able to comprehend words more easily when utterances are realized by images or actions.

CHAPTER III IMPLEMENTATION OF AUTHENTIC VIDEO MATERIALS INTO EFL CLASSES

3.1. Pedagogical considerations and challenges of using authentic videos

Materials play a fundamental role in the language classroom since they are the means used by the teacher to facilitate learning that occurs both inside and outside the classroom. Authentic materials, that is, materials which have not been designed for teaching purposes, are potential learning tools due to the authenticity of the language and their intimate relation with the communicative language teaching approach (Hall, 1995; Tomlinson, 1998).

There are many benefits to using video in education as shown in several decades of research. Salman Khan in 'Let's use video to reinvent education' describes the transformative way video can impact on teaching and learning and encourages teachers to consider the flipped classroom model where learners can digest lecture content at their pace and explore content more deeply during class time.

Shepard and Cooper (1982) and Mayer and Gallini (1990) made the connection between visual clues, the memory process, and the recall of new knowledge. Allam (2006) observes that the creative challenge of using moving images and sound to communicate a topic indeed engaging and insightful, but adds that it also enables students to acquire a range of transferable skills in addition to filmmaking itself. These include research skills, collaborative working, problem solving, technology, and organisational skills. (Bijnens, N.D.)

In some cases, video can be as good as an instructor in communicating facts or demonstrating procedures to assist in mastery learning where a student can view complex clinical or mechanical procedures as many times as they need to. Furthermore, the interactive features of modern web-based media players can be used to promote 'active viewing' approaches with students (Galbraith, 2004).

More recently, Willmot et al (2012) show that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centred learning activities through:

- increased student motivation
- enhanced learning experience
- higher marks
- development potential for deeper learning of the subject development potential for deeper learning of the subject development potential for deeper learning of the subject
- development of learner autonomy
- enhanced team working and communication skills
- a source of evidence relating to skills for interviews
- learning resources for future cohorts to use
- opportunities for staff development (CPD). (p.3)

The work of Kearney and colleagues show the benefits of using video to produce authentic learning opportunities for students (Kearney and Campbell 2010; Kearney and Schuck, 2006), and how ‘videos’ encourage academic rigor from an advocacy, research based perspective.

Consider teaching with the voices from the past by introducing students to great historians, political figures and famous people who lived centuries ago. Envision the classroom in which children hear the cry of a nearly extinct species and see the colors and hear the sounds of animals that thrive only in a remote wilderness half way around the world. And what about investigating the laws of motion, sound and energy transfer by viewing the launch of the space shuttle on its voyage into space? Think about how much easier it would be to understand the diverse cultures of people who live in other areas of the world if you could encounter them in their own environments - hearing their songs, observing their rituals or listening to their silence.

The benefits of using video in education includes providing a sensory experience that allows concepts and ideas to actually become an experience and come to life as students are guided through each adventure.

The more interested and engaged students are, and the more interactive each learning session is, the more students will enjoy, learn from and retain information from the lesson.

Video provides a means of interactive instruction and is a very flexible medium. Having the ability to stop, start and rewind is absolutely invaluable. It provides the option to stop each video and challenge students to predict the outcome of a demonstration, and elaborate on, or debate a point of historical reference. You also have the option to rewind a section of the video to review a segment to ensure that children understand a key concept. You can ensure to add further interactivity by copying activities, conducting discussions or repeating demonstrations and experiments in the your classroom.

Research has demonstrated that the most effective way to use video is as an enhancement to a lesson, or unit of study. Video should be used as a facet of instruction along with other resource material available to you for teaching a particular topic. Teachers should prepare for the use of a video in the classroom in the same way they do with other teaching aids or resources. Specific learning objectives should be determined in advanced, instructional sequences should be developed and reinforcement activities planned. However using the most appropriate online educational video service provider is extremely important so each teacher has the confidence in advance of the quality of the content and instruction provided. Using the right online educational video service should help teachers or parents to minimize lesson preparation time by enabling them to easily identify and select the right video for the lesson, and draw upon the other resources provided by that service to enhance the learning outcomes, and the quality and benefits of each lesson.

If students and teachers are to receive the maximum benefits from the use of video in education, the video should be supported by a selection of other tools and resources that enable each topic to be fully investigated and explored. The use of online video should be supported by the use of an interactive word glossary, dictionary, thesaurus and an online encyclopedia.

Access to lesson plans specially written to be used in conjunction with the video help not only to minimize lesson preparation time, but also help provide valuable additional learning activities and projects that further enhance the use of the video as an educational aid.

There are a lot of websites now offering the use of what is claimed to be educational video. But video produced specifically for the teaching of the K-12 curriculum is in much shorter supply. There may be many videos available that initially appear to be excellent from a visual perspective, but often they have been produced originally for Television, or for use at conferences, but certainly not for teaching the requirements of State or National curriculum's, or with the needs of the classroom in mind. At the same time, many of the free educational video-sharing websites do not make it easy to select the right video without the teacher or parent spend countless hours sieving through video of only a general educational nature.

And then of course there is the most important issue of subtitles, or what is otherwise referred to as closed captions. Professionally subtitled video enables each child to effectively study the material in the video, and improve their Reading and Literacy skills simultaneously. At the same time, by including the option for the student to read the presentation, as well as either watching or listening to it ensures that video will cater for the greatest range of preferred learning styles. However at the current time the issue, and value of subtitling has been largely ignored because of the significant additional cost of providing it,

and only one online video service makes this subtitling widely available on video that has been developed specifically for teaching curriculum topics.

Zane Education, with their comprehensive online video library of over 1,000 videos teaching 260 curriculum-aligned topics, is currently the online video service provider that has included subtitling with enlarged font sizes into their educational video catalogue.

With their average video being 12 minutes in length, and several videos on each topic often providing a total instruction time of over 60 minutes, their online video service also includes a significant online quiz testing facility for each topic, and a range of very beneficial study support services including free lesson plans for each topic, and additional interactive video study tools that enable the teacher and student alike to thoroughly explore each topic.

Zane welcomes and encourages feedback and additional ideas from teachers, schools, parents and students about the effective use of video in the classroom, and in education generally, in order to assist them in their commitment to a path of constant improvement.

Most researchers realize the role of authentic materials in language teaching. They believe that authentic materials scaffold learners' learning of a target language more sufficiently (Guariento & Morley, 2001; Wilcox & Oaks, 1999; Weyers, 1999). They state that using authentic materials has linguistic and non-linguistic advantages, which are:

Linguistic Advantages:

Going through some empirical studies conducted concerning the effectiveness of authentic materials, it is obvious that authentic materials had a positive effect on learners' achievement. For instance, Otte (2006) studied the effect of aural authentic texts on listening comprehension skills of a number of students involved in a study at a university in USA. He noticed that authentic materials developed the students' listening comprehension skills and their

motivation as well. In addition, it's a fact that a number of researchers have confirmed the role of authentic materials in developing reading skills through introducing learners to new vocabulary and expressions. Harmer (1994) states that authentic material has positive effects on learners, in that it: (1) helps learners to produce better language. (2) helps learners to acquire the language faster (3) makes learners more confident to deal with real life situations. Furthermore, (Philips and Shettlsworth, 1978; Clarke 1989; Peacock 1997, cited in Richards, 2001) regard authentic materials useful in language teaching, for the following reasons: (1) they expose learners to real language; (2) they are more related to learners' needs; (3) they have a positive effect on learners' motivation; (4) they bring cultural information to the students' attention. They encourage teachers to adopt creative teaching approach. "Authentic texts can be motivating, because they are a proof that the language is used for real-life purposes by real people." (Nuttall 1996, p. 172) Although the authentic materials play an important role in supporting students' learning of a foreign language by giving them an opportunity to deal with situations similar to the real world situations outside the classroom, there are many difficulties that hinder the use of such materials by teachers. Teachers might say that they cannot depend only on authentic materials in teaching Reading. Nunan (1999), states that teachers cannot depend only on authentic materials for teaching in the classroom. Therefore, they can use both: authentic and artificial (non-authentic) materials, because learners need to get accustomed to both types.

Non-linguistic Advantages:

Besides the linguistic advantages, authentic materials have some non-linguistic advantages, too. Researchers such as Gilmore (2007) and Sherman (2003) believe that authentic materials have a strong positive effect on motivation. Motivation is regarded as the key element in the success of learning in general, and in learning languages in particular. For his part, Kilickaya (2004)

states that using authentic materials helps increase learners' motivation for learning a language, because they feel that they are practicing a real language used beyond the classroom. In addition, some empirical studies conducted by Thanajaro (2000) and Otte (2006), concluded that authentic materials have a positive effect on learners' motivation and encourage them to learn better. Berardo (2006) experienced using authentic materials and notices that they contributed in increasing his learners' motivation and he himself, likes using them. Sherman (2003), mentions that the importance of authentic materials reside in the fact that "it is a window into culture." Finally, Garcia (1991) claims that using authentic reading materials helps to improve the learners' cultural awareness. To conclude, it is obvious from the previously mentioned arguments that authentic materials have a positive contribution in the field of language teaching and learning. Hence, it merits to be adopted by language teachers to enhance their learners' learning progress. When teachers decide to use authentic materials in the classroom they "need to have a clear pedagogic goal in mind: what precisely they want students to learn from these materials." (Senior 2005, p. 71) One more point to be stated here is that learners will learn better and benefit from the use of authentic materials, if they get sufficient support from teachers.

Although a lot of researchers argue that authentic materials have made a noticeable contribution in foreign language teaching and learning, there are some scholars who are against the use of this kind of materials claiming that they have no value. For instance, Kilickaya (2004) claims that authentic materials add a burden on teachers, as they may contain difficult vocabulary and structures which need more effort to be simplified and explained, in order to make them appropriate for their learners. Mihwa (1994) found that the level of reading comprehension of weak ESL learners was not affected by the text, regardless of its type, authentic or non-authentic. In addition, Kienbaum et al.

(1986) state that there are no significant differences in learners' performance: between learners using authentic materials and others who use traditional materials. Furthermore, it is a challenging issue for teachers to search for suitable authentic materials to design tasks for their learners. Miller (2005) also states that authentic materials are "too difficult and time consuming to select, edit and prepare." In addition, Martinez (2002) argues that authentic materials are regarded too culturally biased and difficult to comprehend by learners in the classroom. He also adds concerning the cultural effect, that "authentic texts from one culture may give a false impression to students from another, unless they are presented in an authentic context which makes it clear precisely what they exemplify." Kilickaya (2004) believes that using authentic materials with weak learners frustrate and demotivate them, because they lack the required skills and vocabulary to deal with presented text, successfully. Guariento and Morley (2001, p. 347) assert "At lower levels... the use of authentic texts may not only prevent learners from responding in meaningful ways, but can also lead them to feel frustrated, confused and... demotivated." In conclusion and after having revised the related literature, we can claim that the advantages of using authentic materials in teaching learners in ESL classrooms outweigh the disadvantages. Therefore, teachers should consider them seriously as a successful aid in teaching a foreign language.

Although using authentic materials in teaching a foreign language is recommended by many researchers, we should ask ourselves whether it is appropriate for all students at all levels. One important point is that when using authentic materials, we must bear in mind the learners' level. This is vital to obtain the highest level of benefit from using authentic materials in the classroom. In other words, if the materials are beyond the learners' ability or level, it might lead to demotivation and discourage learners from learning the target language. Kim (2000) and Kilickaya (2004) state that authentic materials

can be used with advanced and intermediate level learners only. Other researchers such as Miller (2005) and McNeil (1994) have another view. They believe that authentic materials can be used even with lower level learners. Teachers must be aware that they can only benefit from the use of authentic materials, on one condition: that is, if they are used in the classroom in the same context that they were designed for, in the real world. Taylor (1994) mentions that: "a text can only be truly authentic in the context for which it was originally written."

As a conclusion we can state that according to Guariento & Morely (2001), authentic materials help to motivate learners learn the language by making them feel they are learning the 'real' language. In addition, Hyland (2003, p. 94) states that one of the most important advantages of using authentic materials, is that it increases learners' motivation and reflects positively on their learning process. Still, some researchers are against the use of authentic materials in the classroom, because they believe that they might be too culturally biased and contain complex words and structure. This might frustrate learners. In spite of this negative view, the advantages of using authentic materials in teaching learners in ESL classrooms, outweigh the disadvantages, and they are still a vital approach which should be adopted by EFL teachers, in order to support their learners' language learning process, as proven by a number of researchers such as (Thanajaro, 2000; Kilickaya, 2004; Otte, 2006). Furthermore, the results of the study carried out by Baniabdelrahman (2006) prove that using authentic materials in teaching English to EFL learners is "more effective than using non-authentic materials. The latter is and will surely be the researchers' conviction of the vital role that such authentic materials have, and will play for an effective, practical learning process that must happen in every teachers' classroom.

3.2. Practical activities for using videos in the classes

Even within our increasingly visual world (Kress, 2003), words remain our primary means of communication. The National Reading Panel Report (NICHD, 2000) and the RAND Reading Study Group (2002) heightened the importance of vocabulary instruction for student literacy learning.

Why is vocabulary learning so important? To understand a text, one must understand the words that represent the ideas or concepts. Studies confirm the high correlation (0.6 to 0.8) between vocabulary knowledge and reading comprehension (Baumann & Kame'enui, 2004; Pearson et al., 2007). We also know that there are degrees of word knowledge, from "I've never heard this word before," to "I know this word and can apply it in multiple contexts" (Lublimer & Scott, 2008), as well as metacognitive knowledge about how to apply prior knowledge and strategies to vocabulary learning (Beck et al., 2008).

Of particular concern to educators is the development of academic language. Although we learn oral language that enables us to speak to one another fairly easily, learning academic language is more complex because it involves abstract literacy tasks and language not customarily used in oral speech (Fang, Schleppegrell, & Cox, 2006; Zwiers, 2007). Academic language is a second language, because all literate people must learn it to enable them to access academic content (Solomon & Rhodes, 1995).

Students today are always "plugged-in" to television and media, which is why when teachers use technology in the classroom it piques student interest. Using a video is a simple way to integrate technology into the classroom. Utilizing video in the classroom does not mean you are putting your classroom on auto-pilot. Some teachers shy away from using video because they do not know how to incorporate it effectively into a lesson, or fear they will not choose a video applicable enough to their topic. These fears can be overcome when a teacher has a better understanding of how to prepare and implement productive lessons using video.

When To Use Video

Using video is an appropriate method of instruction for many goals of teaching and learning. Some of these include:

- Minds-On/Hook
- Inspire
- Listening Skills
- Predicting
- Debate
- Interviewing Skills
- Comprehension
- Writing Prompt
- Information/Explanation
- Storytelling

Creating Your Lesson

When creating a lesson that will include a video, there are a few steps you will want to take to ensure you get the most out of the material.

Figure out what your topic is, whether that is a general theme or a specific concept. You will need to consider what your learning goals are for this lesson.

Are you introducing this topic?

What is your students' prior knowledge? What information should students gain from this lesson? Whenever possible, watch the video first before playing it for your students in order to ensure it is age appropriate, both academically and developmentally. Also, remember to consider your students' lives and backgrounds and be aware of any possible sensitivities or aversions to the subject matter of the video.

What will your lesson contain?

Decide what types of activities will go with this video to help students understand and expand on the material. Adding hands-on elements that get the students moving or interacting will balance out the lesson, giving them the opportunity to expand their knowledge on what the video showed them.

Depending on the age level and the content of the video, this may range from informative discussion questions and debate topics to younger designs such as a scavenger hunt or art-based project. Activities and discussion are a very important element of effectively using video in the classroom, as this is how the elements they witnessed in the video can be further explained and understood, as well as connected directly back to curriculum expectations. One of the greatest benefits to using video in the classroom is the conversation that comes out of viewing an informative or enlightening piece. Research is showing that engaging students in discussion in the classroom helps them to better understand what they are learning.

If you do not already use Accountable Talk in the classroom, it is important for both you and students to have an understanding of it. Accountable Talk is the notion of having respectful, inclusive, and constructive conversations that advance everyone's knowledge, understanding, opinions, and questions. Below are a few phrases students should be employing when using accountable talk.

- *I agree/disagree because...*
- *I predict...*
- *I have a question about...*
- *I wonder...*
- *This reminds me of...*
- *Will you tell me more?*
- *I found evidence to support my idea...*

Pre-Viewing Questions

Prepare questions related to the topic that you want your students to consider while watching the video. These questions should get the students thinking about the subject matter, or possibly strengthen their knowledge of prior

learning. Ask the students questions that get them thinking, and make them intrigued to watch the video. You can also do a KWL chart with them, finding what they *know*, what they *want* to know, and at the very end what they *learned*. Encourage students to jot down any questions, comments, or comparisons that come to them while watching the video so they are ready to participate in the post-viewing discussion.

Depending on the length of the video and how your students are responding to it, you may choose to pause the video and initiate discussion as you go, save the discussion until the end, or watch and discuss the video in segments. The end discussion is very important as this is when you as the teacher have the opportunity to expand on what they have watched and add more to it. It is also when your students will be able to show you what they learned and engage in constructive discussion. Here is when you will want to ensure students are engaged in accountable talk. You will want to prepare a few thought provoking questions to get the conversation started, however once you practice accountable talk in the classroom your students will recognize that their voice is being heard and participation will raise. They will begin to facilitate the discussions themselves, directing their own learning and giving you opportunities to connect their thoughts to curriculum expectations.

Using videos in the classroom serves as a great tool for supporting the goals of differentiated instruction. Teachers can differentiate instruction through content, process, and product of students' learning in response to their interests, readiness to learn, and learning profile. Videos can be used in the classroom for differentiated instruction in the following ways. Vary the source of content that the students use. By setting up media learning centers in the classroom for students that prefer audio-visual learning styles, learners of different needs will be better accommodated. Vary the amount of scaffolding provided for the students. In a typical classroom, there will be some students that will require more support to complete activities and tasks. Instructional or informational videos are great to use because they can provide more information to increase

understanding. Encourage students who require extra information or support to refer to videos, and create a classroom environment where students feel safe and comfortable to request this

option. Students should not all be required to show their learning in the same way. Giving students the additional choice to use videos to complete their projects or assignments may help them to show their learning in a way that they are most comfortable and confident with. Some of the different ways in which students can demonstrate their learning using videos include:

- Create a writing piece by describing a scene from a video
- Make an informational poster or article on a video's topic
- Produce their own "News in Review" video on a current issue

There are different types of possible combinations between audio and subtitles. The main ones are typically known as standard subtitles (foreign language audio with mother tongue captions), bimodal subtitles (foreign language audio with foreign language subtitles), and reversed subtitles (mother tongue audio with foreign captions). The most commonly used combination is the standard one, also called interlingual. The bimodal variety, also called intralingual, is also commonly used in classroom activities; the use of one or another in class will depend on the goal of the lesson and on the students' level. Obviously, whenever students do not know how to use subtitles efficiently in the language class, they need to learn how to use them as a support and not as a way of forgetting the information contained in the aural channel. Here follow some instances of activities learners can perform to achieve this goal; these samples can make use of standard or bimodal subtitles, indistinctively or in combination. First of all, they can watch a clip with subtitles, then without them, and subsequently with subtitles again; this activity can make them realize that subtitles are not so necessary so as to understand the dialogues and that it is possible to listen to the dialogues and read at the same time. The previous activity can also be performed changing the order of the subtitles, that is, without-with-without, or using only two viewings (with-without or without-

with). Another possible activity that can accompany the previous ones consists in making students note down the words or expressions from the dialogue that do not appear in the subtitles to discuss them in groups afterwards. Finally, accompanying the first and the second activities described above, the class can perform oral pair or group discussions on each student's self assessment of their own degree of understanding when they view the clip with or without subtitles, and how they feel about the experience. Be that as it may, when some or all of these activities are undertaken several times, the learner's mind will quickly learn how to pay equal attention to both channels (aural and textual) at the same time, and so he/she will be able to use subtitles as a support every time he/she faces them.

Now, let's look at how authentic video accompanied by subtitles can help vocabulary learning in the foreign language class. A subtitled video clip provides a triple connection between image, sound and text, sound and text being linked by translation (Danan, 1992) when standard subtitles are used. This fact is relevant enough when we think about the importance of visual associations in memory for vocabulary learning and how this type of connection generally encourages greater retention in lexical terms. This mnemonic power of images is here enhanced by the presence of sound and text together; when this text appear in the form of translation, the associations in memory are enhanced even further. Hence, the potential usefulness of authentic subtitled video clips in vocabulary learning should not be negated. Canning-Wilson (2000) reaffirms this statement when she suggests that 'images contextualized in video or on its own can help to reinforce language learning, provided the learner can see immediate meaning in terms of vocabulary recognition'. Vocabulary learning has commonly been one the most neglected areas of language learning, since many educators prefer to dedicate more time and effort to other 'more complicated' issues, leaving vocabulary learning for the student to cope with by himself/herself. Luckily, nowadays, vocabulary learning is claimed to be more complex and less straight forward than what it was often considered to be.

Likewise, vocabulary learning through video reproduction has traditionally been scarce, since teachers have typically regarded audio-visual materials as resources used to improve other 'more intricate' learning skills. In this context, authentic video and subtitles can precisely play an important role to help learners increase and strengthen their foreign language vocabulary, given the appropriate guidance. Any well-prepared learning task using subtitles in authentic video clips (such as the one presented below) will encourage a better understanding and acquisition of new vocabulary; new and old lexical items will enter the students' minds more easily given the motivating and comprehensive atmosphere provided by this familiar type of audio-visual environment. When these tasks are prepared using standard subtitles, the translation element enables low level students, who often cannot benefit from most contextual cues when they watch authentic video, to face an easier retrieval of lexical information. The translation element can likewise help higher level students to be conscious of new and unfamiliar vocabulary items that might otherwise be simply lost without the support of subtitles.

Many different tasks can make use of authentic video and subtitles to improve foreign language vocabulary; the creativity of the teacher will play a key role here. A very straight forward example of an easy task to teach vocabulary items is the following. Take a clip from a film, TV show, or sitcom containing someone willing to buy or sell a house, either going to the real state agency or visiting a house. Once you have the clip, extract all vocabulary items related to the field of housing (renting apartments, buying houses, etc) and include them in a list that you can complete with other relevant words of the field that are not included in the clip. Start the class with a pre-viewing activity describing the students' houses in pairs or in groups or proposing housing ads for the school newspaper. With such an activity, students can remember all the related vocabulary they already know and the teacher can help them in this process. Then, announce the viewing of a clip related to the topic that has been discussed. The clip can be shown with or without subtitles, and the subtitles can

be standard or bimodal; all this will depend on the level of the class and on the goals of the teacher. After the clip is viewed for the first time, the class discusses its content and students are asked to try to remember all the words or expressions related to housing they have heard. Write them on the blackboard and tell learners to pay close attention to the second viewing of the clip, to write down in their notebooks all words related to the housing field they can hear. After the second viewing, students complete the blackboard's list. As a post-viewing activity, ask them to perform role-plays imitating the situation of the clip and using as many words related to housing as they can. Then, as homework, tell them to write an essay on a related topic where they can use most of the terms learned in the course of the task. The task presented here is just a possible instance that follows a particular structure that can fit a 50 minutes lesson. Obviously, any aspect of the task and its development can be changed to suit each teacher's or each classroom's needs.

Foreign language words are learned better when directly associated with appropriate nonverbal referents (objects, events, emotions, context, etc.); this efficient association can only be found in real life or in authentic video. Therefore, just as vocabulary teaching and learning should not be divorced from the classroom setting, vocabulary teaching and learning should not be separated from the use of authentic video in class. On the contrary, it should be stressed and encouraged through different approaches and techniques, such as the use of subtitles.

SUMMARY OF CHAPTER III

Though teachers and educators give varied definitions of authentic materials, they all agree on the same point that materials are considered authentic if they are primarily created for information exchange in the language speaking population and not developed or adapted for second language learners. In other words, their primary intent is to communicate messages among speakers of the language, not to be used as a tool for language learning and teaching. In today's globalized world, numerous sources are available for language teachers to exploit and select appropriate authentic materials for their lessons. Firstly, teachers can find authentic listening viewing materials from television's programs like TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, songs, documentaries, etc. and from the rich source of Video Compact Disc (VCD) and Digital Video (DVD).

Teachers also can find authentic printed materials from newspapers and magazines which are full of news articles, astrology column, sports reports, advice columns, lyrics to songs, etc. Tourist information brochures, university catalogs, telephone books, maps and even bus schedules or candy wrappers can become useful teaching materials for language lessons. Their pros are widespread availability and reasonable price.

Furthermore, thanks to the revolution of technology with the advent of the World Wide Web, teachers now can find both of the above-mentioned types of materials available online. They now can access and download endless lists of valuable materials full of informative, educational and even entertaining information with their disposal in large amounts for the language classroom.

Authentic materials are viewed more beneficial since this self-discovery kind of learning is more likely to arouse and harness the learner's curiosity than a presentational methodology which makes learners more dependent on teachers and thus is more likely to motivate learners. It is motivated because it helps learners to avoid speaking English "like a book" which is modeled and at the same time, provides learners more genuine reasons for wanting to communicate

in target language. The most important suggestion for teachers using authentic materials to teach their elementary learners is on the way authentic materials are exploited for the lesson. As afore-mentioned, the success that language teachers can benefit from authentic materials can be achieved mainly through assigning learners authentic tasks based on such materials. Teachers should think about how native speakers would approach the text naturally and then, try to design tasks in such approach.

To conclude, it is quite necessary to use authentic materials in language learning and teaching on the account of their usefulness, lifelikeness as well as the interest and motivations they create for learners. By contextualizing language teaching, they not only build up learners' communicative competence in the target language, corresponding to their needs, expectations and interests, but also help to develop their capacity to give an authentic response to authentic texts and communicative events, not just examples of languages.

CONCLUSION

Learning a second language or a Foreign Language (FL) depends on one essential step, which is learning its vocabulary. In the past, vocabulary was considered as less importance than learning grammatical rules in which learners should memorize these rules.

Nowadays vocabulary is given a huge importance in learning and mastering a FL. For the sake of helping learners develop their knowledge concerning vocabulary. The evaluation of research works shows that language learning has turned are more effective by incorporating multimedia, with spoken information and full visual context, such as subtitles. For instance, subtitled videos representing words and pictures in aural as well as visual forms are more probable to activate both coding systems in the processing than words or pictures alone. The dual-coding theory proposed by Paivio (1971) suggests that when pictures are added to the meaning, the number of signals connected with the message increases. Viewers would be more probable to keep the message in mind. Therefore, the results of previous research (Paivio, 1971) appear to concur that the use of subtitles enhances multi-sensory processing, interaction with audio, video and print mechanisms. With the subtitled words in meaningful and stimulating environment, information input via multi-channels enhances the process of language learning, improves the comprehension of the content, and increases vocabulary. Many teachers are also of the opinion that subtitles can bring about better ways of using various multimedia in the ESL/EFL classroom. When subtitled technology appeared more than 18 years ago, many educators quickly saw value in exploiting its potential in helping students' process language differently and effectively by means of the printed word.

To harness the benefits of the multimedia approach, both the English as Second Language (ESL) and English as a Foreign-Language (EFL) programs began to incorporate subtitled materials into the curricula to enhance second (SF)/FL learning. The focus on teaching techniques and on the means of optimizing students' comprehension of the second/FL has been of great concern,

i.e. through this particular multimedia. Koskinen et al., (1993) assert that the incorporation of subtitled video is a promising approach for improving students' vocabulary, reading comprehension and motivation. There have been numerous researches on whether subtitled TV and video improve or impede students' learning. Favorable results indicate that subtitled TV and videos are helpful for the hearing impaired (Nugent, 1983).

Learning has been found to successfully take place through either single or multiple channels. Multiple channel learning with subtitle viewing as one of the channels, suggest that subtitled TV programs or videos, impact language teaching and improve learners' learning ability.

In terms of content comprehension, it can be concluded that having subtitles on the video enhances the comprehension. Based on the dual coding theory by Paivio (1971), simultaneous presentation of verbal and imagery system allows the participants to remember and retain information much more easily. Thus, they were able to construct referential connections between what they saw and what they read, which enabled them to learn more efficiently as a result of the inter connectivity of both the visual and verbal systems. This study also clearly shows that adopting videos with subtitles in EFL classrooms impacts learners' vocabulary acquisition. As mentioned earlier this is consistent with the findings by Abbas Ali Zarei (2009) that subtitling is an effective factor that affects vocabulary recognition and recall.

To carry on this study, we divided the research into three chapters. In the first chapter, we present some information about vocabulary, from many areas: started by defining the word vocabulary by giving an overview about it, then we tried to present different aspects of the word, we also tried to spot the light on learning vocabulary and we focused on the different steps of learning vocabulary. In addition to the importance of learning vocabulary in EFL classes we also talked about teaching vocabulary and we represented some techniques for teaching vocabulary such as: unplanned vocabulary teaching and planned teaching.

The second chapter, devoted to the use of authentic videos in EFL classes as a teaching tool, we started by presenting some definitions to the (ICTs) information and communication technologies, according to many researchers point of view, in addition to, the historical background of the term authenticity. As the chapter developed we moved to defining authenticity as a concept also the definition of authentic learning and authentic materials, besides, to the advantaged of authentic materials the definition of the term authentic videos is presented. Moreover, the presentation of the way to select authentic video, in addition to, types of authentic videos, for instance movies, documentary videos and so on. Above all, we mentioned the importance of authentic videos and its use in language teaching.

In the third Chapter, which consists of some practical suggestions of using authentic videos in the class, we started by exploring researchers' point of view about the use of authentic videos in classes. In addition, this chapter presents ideas about pedagogical aspects and challenges of using videos during the lessons. At the end of the chapter we presented some theoretical ideas and practical activities for the usage of authentic videos to enhance foreign language vocabulary acquisition.

REFERENCE

I. Presidential Decrees, State programs and Educational Standards

1. Karimov. I. A (1997) “Harmoniously developed generation is the basis of progress of Uzbekistan. Tashkent: Uzbekistan, 1997.
2. The decree of the President of Uzbekistan I.A.Karimov № 1875 “On measures to further improve of foreign language learning system”, December, 10, 2012.
3. The decree of the President of Uzbekistan № 1971 «About measures on perfection of activity of the Uzbek State University of World Languages», May, 23, 2013.
4. The decision of the Cabinet of Ministers of the Republic of Uzbekistan № 124 «On Adopting the State Educational Standards of Continuous Education in Uzbekistan (requirements to the content and level of learners on foreign languages)», May, 8, 2013.

II. Foreign literature

1. Ahmad, J. (2011). Intentional vs. incidental vocabulary learning. *Interdisciplinary Journal of Contemporary Research in Business*, 3(5), 67-75
2. Alcón, E. (2007). Incidental focus on form, noticing and vocabulary learning in the EFL classroom. *International Journal of English Studies*, 7(2), 41-60.
3. Azar B. Sh. Fun with vocabulary. New York. 2000
4. Ellis, R. (1994). Factors in the incidental acquisition of second language vocabulary from oral input: A review essay. *Applied Language Learning*, 5(1), 1-32.
5. English across the curriculum: Theme-based learning in the primary classroom. In *New Tendencies in Curriculum Development*. / Kohn J. & Wolff, Hughes A. D. – Szombathely: Commission of the European Communities, 1993. – 315p.

6. English Teaching Methodology./R.P. Milrud. – M.: Drofa, 2005 – 253, [3] p.
7. Authentic videos that teach. / Steve Sugar. – Preiffer, 1998. – 192p.
8. Gass, S. (1999). Discussion: Incidental vocabulary learning. *Studies in Second Language Acquisition*, 21(2), 319-333.
9. Huckin, T., & Coady, J. (1999). Incidental vocabulary acquisition in a second language: A review. *Studies in Second Language Acquisition*, 21(2), 181-193.
10. Krashen, S. D. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the Input Hypothesis. *The Modern Language Journal*, 73(4), 440-464.
11. Authentic video materials and Activities. / John Langran, Sue Purcell – L.: CILT Publications, 1994. – 64p.
12. Lee Su Kim. Creative Authentic videos for the Language. *Class Forum* Vol. 33 No 1, January - March 1995
13. Lee, W. R. 1979. Language teaching authentic videos and contests. Oxford: Oxford University Press.
14. Let's Play Together: Over 300 cooperative authentic videos for children and adults. / M. Mashed. – L.: Merlin Press, 1989. – 120p
15. Lewis, G., and Bedson, G. (1999): Authentic videos for Children, Oxford: Oxford University Press.
16. Methods of Teaching English./G.V. Rogova. — L.: Prosvyaschenie, 1975. — 312 p.
17. Organization of English lessons at the initial stage. Course Paper. / Almabayev A.Kh. – A.: KazUMOiMYa, 2011 – 44p.
18. Paribakht, T. S., & Wesche, M. (1999). Reading and "incidental" L2 vocabulary acquisition: An introspective study of lexical inferencing. *Studies in Second Language Acquisition*, 21(2), 195-224.
19. Ponniah, R. J. (2011). Incidental acquisition of vocabulary by reading. *The Reading Matrix*, 11(2), 135-139.

20. Schmitt, N. (2000). *Vocabulary in language teaching*. New York: Cambridge University Press.
21. Schmitt, N., & Schmitt, D. (1995). Vocabulary notebooks: Theoretical underpinnings and practical suggestions. *ELT Journal*, 49(2), 133-43.
22. Scott Thornbury. *How to teach vocabulary*. – Longman. 2002. – 185 p
23. Shahrokni, S. A. (2009). Second language incidental vocabulary learning: The effect of online textual, pictorial, and textual pictorial glosses. *The Electronic Journal for English as a Second Language*, 13(3), 1-17.
24. Stronin M.F Обучающие игры на уроке английского языка (из опыта работы). / – М.: Prosvyashenie, 1984.-112p.
25. Thanajaro, M. (2000). *Using authentic materials to develop listening comprehension in the English as a foreign language classroom*. Virginia Polytechnic Institute and State University, Blacksburg, Virginia.
26. *The Development of Children.. / Cynthia Lightfoot, Michael Cole, Sheila R. Cole*. – O.: Macmillan, 2005. – 667p.
27. *The use of authentic videos in the language classroom. / S.D. Sigurthardottir*. – R.: SUI, 2010. – 29p.
28. Vidal, K. (2011). A comparison of the effects of reading and listening on incidental vocabulary acquisition. *Language Learning*, 61(1), 219-258.
29. Webb, S. (2008). The effects of context on incidental vocabulary learning. *Reading in a Foreign Language*, 20(2), 232-245.
30. Wright A. *Authentic videos for Language Learning*. Cambridge University Press, 1984.
31. Yin Yong Mei and Jang Yujing. 'Using Authentic videos in an EFL Class for Children' Daejin University ELT Research Paper. Fall, 2000.
32. Игры на уроках английского языка / Savchenko O.J. – К.: Osvita, 1992. – №2. – 156p.
33. Межкультурная коммуникативная компетенция: требования к уровню владения и некоторые пути ее формирования. / Sinitsina J.A. – 2002. - №6. – 121p.

34. Обучение иностранным языкам в школе и вузе / Kolkova M.K.– StP: “Karo”, 2001. – 240с.
35. Педагогическая эвристика: Искусство овладения иностранным языком. / Dekarch A.A., Scherbak S.F. – М.: Pedagogika, 1991. – 224р.
36. Психология обучения иностранным языкам в школе. /Zimnyaya I.A. – М.: Prosvyashenie, 1991. – 222р.
37. Рольова гра у навчанні англійської мови у 6-8 класах./Oleinik T. I. – К.: Osvita, 1992. – 128с
38. Система ігрових вправ у підручнику English through Communication для 5-го класу середньої школи. / Danilovich I.A. – К.: Osvita, 1995. - №2. – 312р.
39. Теория обучения иностранным языкам. Лингводидактика и методика /N.D Galskova, N.I. Gez. – 5th edition. – М.: Edition center “Akademiya”, 2008. – 336 p.

III. Internet websites:

40. Internet: <http://search.atomz.com/>
41. Internet: [http://e.usia.gov/forum/vols/vol36/no1/p20.htm-authentic videos](http://e.usia.gov/forum/vols/vol36/no1/p20.htm-authentic%20videos)
42. Internet: [http://iteslj.org/Techniques/Chen-Authentic videos.html](http://iteslj.org/Techniques/Chen-Authentic%20videos.html)
43. Internet: <http://e.usia.gov/forum/vols/vol34/no2/p22.htm-note-taking>
44. [http://www.macmillandictionary.com/glossaries/collocation. htm](http://www.macmillandictionary.com/glossaries/collocation.htm)
45. [http://www.macmillandictionary.com/med-magazine/August2003/10-Feature-Whats-in-a-word.](http://www.macmillandictionary.com/med-magazine/August2003/10-Feature-Whats-in-a-word)
46. <http://www.really-learn-english.com>
47. [http://www.teachingenglish.org.](http://www.teachingenglish.org)