

The Use of Entertaining Television Programs in Teaching Foreign Languages

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Abstract

This article deals with the problems of education process organizing within the University in the field of international relations study. The peculiarity of the line is that the perfect knowledge of the languages studied should be supported by a profound knowledge in the sphere of specialization. It means that the future graduates should understand political, economic and geopolitical affairs around the world and ought to be good enough to analyze the specific literature, to point out the principal ideas of the TV and Radio programmes, to use the obtained language skills solving the daily tasks at a workplace. Thus, here we see the necessity of all the aspects of language mastering as listening, reading, use of language skills and etcetera, along with training the students how to operate the knowledge they received within the education process. In order to achieve the goals supposed, it is preferable to use a set of vocabulary assessment tests and self-study cases, putting the learners in true to life situations, where they will have to cope with different difficulties natural for the international relations line.

Keywords: Political linguistics; Foreign languages; Modern education.



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1. Introduction

Nowadays we constantly hear about the need to imply modern technologies in education. Every new educational book on foreign language differs markedly from the previous one, there are more and more interactive exercises in it, the interaction between the learner and the textbook is getting closer. Increasingly, in addition to the textbook, a video course is produced - a selection of video materials with suggested exercises. We can say that the video becomes an integral part of teaching foreign languages. The issue of using new technologies and videomaterials is widely represented in the worldwide scientific community, for example, [Bodnar and Yatsenko \(2015\)](#), [Akimova et al. \(2015\)](#), [Trinder \(2017\)](#), [Magasic \(2017\)](#) and other works. The reason for this is the versatility and multidirectionality of multimedia tools. Indeed, when watching a video, the degree of perception of the material increases, because students use a number of channels of information at once. The perception of the video and the impression of it is made up of the visual image of the monitored on the screen, and the accompanying auditory information (dialogs, music, comments, and voice-over). Also, through the main plot video materials can demonstrate some cultural peculiarities of foreign country. Moreover, the language in videos is often filled with some realia, study of which is an important part of language learning. The issue of their importance is stressed by many scientists, for example, [\(Fominykh and Palutina, 2015\)](#). Background knowledge is also important, as has been stressed by [Gafiyatova and Pomortseva \(2016\)](#). It is necessary to teach them not only in the framework of translator courses but to all students. This feature of visual materials – their filling with specific units of speech - has caused their frequent use in teaching a foreign language [\(Solovova, 2003\)](#).

In modern sources, the issue of studying with video has sufficient coverage. There are video courses of foreign languages [Gunyashova \(2015\)](#), video training techniques, special programs that use video as part of the overall course. However, as a rule, these techniques use episodes from feature films and cartoons. Excerpts from information programs and documentaries are less commonly used. Such videos are quite informative, they are simple to perceive, and the visual series helps to achieve a high degree of perception of information. Entertaining TV shows are used quite rarely. The reason for this may be in abundance of slang, simplified vocabulary, low artistic value, which contradicts the development of cultural competences. However, we believe that this type of TV shows has an undeservedly low rating in the range of multimedia teaching devices. Despite the seeming shortcomings, telecasts as a means of teaching foreign languages have many advantages. Firstly, they are quite alive, which makes this type of video interesting for students. Secondly, new TV programs are constantly announced and updated, which ensures the relevance of the material. Thirdly, often famous people, popular among youth, become the heroes of such videos, and that is why teenagers will especially appreciate such an original approach to learning. Finally, the use of such materials, especially watching the original video can be a good motivation for studying a foreign language. In general, we can say that the main requirement for video is its understandability for this audience. This feature is made up of several factors. First of all, the speech used in the video material must correspond to the level of the foreign language of the students. In addition, the video sequence should also be understandable, logical and consistent. It is also necessary for the cultural component to be understood by the audience [\(Villalobos, 2013\)](#).

2. Materials and Methods

Let us consider the possibilities of using video materials in teaching foreign languages. One of the components of the training is the grammar of a foreign language. It is this component that can be illustrated with the help of video materials (Izhbulatova, 2016). In TV programs we can observe the natural, often unprepared speech of people. Examples of sentences can be used to study topics in the grammar section. The material for the study was the TV show The Ellen Show. Many episodes of this show can serve as a material for studying certain topics, for example:

- This 3- Year - Old Gymnast Is Flipping Awesome, 03/24/2016 - sport , character , relationships children and parents
- Learning Accents with Ben Affleck, 10/18/2010 - various accents in English
- Never Have I Ever, 01/23/2015 - Present Perfect tense
- Macey Goes to The White House, 02/22/2012 – State Government in the USA

For the study, two excerpts were selected: Ellen DeGeneres talk with H. Clinton and The Oscar Predictions from Ellen. In these episodes many examples of grammatical constructions have been found, which can cause some difficulties while studying and translating. Among all examples of combinations presenting grammatical difficulties, the structures of the Gerund and Complex Object predominated. Perhaps this is connected with the transmission format. Speech of show-runner is filled with improvisations and jokes in order to achieve the effect of natural speech. Note that this type of speech does not involve long and heaped syntactic constructions, but, conversely, simplifies speech as much as possible. If we pay attention to the meaning of the construction of the Complex Object type, we see that this meaning can be transmitted to Russian without any loss only with breaking the existing phrase into several sentences. However, reading and reproducing these sentences will take more time, which does not satisfy the concept of natural speech. The desire for maximum equivalence that can cause difficulties with the use and translation of these designs. In TV show we can see complex grammatical constructions in the ordinary speech of people, which is always more interesting for students (Karabatyrova *et al.*, 2018).

3. Results and Discussion

Working with video materials allows you to develop a variety of skills: listening, speaking, deduction, induction and others. Achievement of the best result is possible with using of correct methodical techniques for the best comprehension of the video.

As for the exercises for this video, they need to be divided into four groups according to the stages of work with the video:

1. Preparatory or pre-demonstration stage (pre-viewing);
2. Perception of the film or demonstration stage (while viewing);
3. Control of the understanding of the main content or the last demonstration stage (post or after-viewing);
4. Development of language skills and oral speech skills or creative stage (Isenko, 2009).

At the preparatory stage, students can be encouraged to update the theoretical knowledge of the grammatical topics used in the examples of the passage. You can also analyze and memorize the vocabulary of the passage, especially unfamiliar words, whose perception by hearing can be difficult. Typical exercises of this stage include:

- Discussion of the topic in a foreign language;
- Reading and discussion of texts with a similar theme;
- Construction of hypotheses about the expected course of events;
- Working with cards;
- Learning Keywords.

The next step is watching the video. It is important here to generate interest in the topic under discussion, which can also be achieved through exercises. In accordance with them, you can select several types of views: global, selective (selective) and detailed (intensive). With global viewing (most often, it is the first video viewing) you need to understand the general theme of the video, its central information. This can be assessed, for example, with questions to the content of the video. Before each semantic block, the student is asked questions, the answer to which is not specific information from the video clip but general information of the video. After a common survey, students can be asked to answer multiple-choice questions to check how well they have learned the information (Sulkarnaeva *et al.*, 2018).

During the selective viewing of the video at the perception stage, it is possible to offer tasks to find certain constructs in the speech of the telecast heroes, then, at the last demonstration stage, to analyze these constructions from the theoretical point of view. Also, typical tasks of this stage are:

- Filling in the gaps in the text ;
- Entering information into the table;
- The location of the events of the passage in the correct sequence.

The goal of the third stage is to control the understanding of the video and further work with the material to develop the skills of speaking and writing. Here, creative tasks are relevant, for example, creating your own interview for this hero, creating your own monologue on the topic, writing an essay about your vision of the program. Speaking about the use of video materials in teaching foreign languages, it is necessary to mention the role of country studies episodes, the content of which contributes to the development of the cultural horizons of students. Such videos are another authentic source of information about the countries of the foreign language, which gives a visual representation of the history, modern life, traditions, sights, language realities. Work with country study materials also requires careful preparation. Particular attention must be paid to geographical names and proper

names. At the final stage, the material from the episode video can be used for the preparation of monologue statements, creative projects (for example, the creation of advertising brochures, and the plan for a tourist route). Not all videos can be suitable for educational purposes for one reason or another. It is also necessary to take into account the requirements for video materials used in foreign language lessons. Among them are (Barmenkova, 2011):

- Relevance - not only the correspondence to the time frame, but also the relevance within the audience;
- Correspondence of video to the studied topic and a sufficient number of examples that illustrate it;
- Understandability of the material, including its cultural component ;
- Educational value of the material;
- High degree of emotional impact;
- Methodological feasibility

4. Conclusions

To sum up, we can say that video materials have deservedly become a popular means of teaching foreign languages. Authentic speech in them is complemented by a lively video series, topical topics for discussion. Such TV programs are popular among teenagers and young people, which makes their use an ideal tool for groups of students of this age. In addition, the appearance of idols on the screen can become a motivation for independent viewing of other videos, and consequently, to further study the English language.

However, when using video materials in the learning process, it is necessary to comply with certain requirements, including comprehensibility, methodological value, correspondence to the topic under study and the level of students. In addition, one of the conditions for the successful use of video in training is the regularity of such exercises, so it is necessary to monitor the constant recycling of such exercises.

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