**Шевцова Екатерина Олеговна**

Южный Федеральный Университет

Институт Филологии, Журналистики и Межкультурной коммуникации

[shevtsova-kate@yandex.ru](mailto:shevtsova-kate@yandex.ru)

**Catherine Shevtsova**

Southern Federal University

Institute of Philology, Journalism and Intercultural Communication

[shevtsova-kate@yandex.ru](mailto:shevtsova-kate@yandex.ru)

**IP- телевидение как средство изучения английского языка**

**IP-television as a means of studying the English language**

**Аннотация**

Статья посвящена проблеме интегрирования новых информационно-коммуникационных технологий в процесс обучения и изучения иностранных языков. В частности, рассматриваются возможности цифровой технологии многопрограммного интерактивного телевизионного вещания (IP-телевидения) как нового средства преподавания английского языка, предлагаются различные виды работы с англоязычным контентом.

**Abstract**

The article focuses on the integration of modern information and communication technologies into EFLT and provides analysis of IP-TV as a means of learning and teaching foreign languages.

**Ключевые слова:** IP-телевидение, современные методы преподавания английского языка, обучающее видео.

**Key words:** Internet Protocol television (IP-TV), modern EFLT methods, educational video.

'If we teach today's pupils as we taught yesterday's, we rob them of tomorrow,” John Dewey said [6], a famous American philosopher, psychologist, and educational reformer of the 20th century. And it`s really like that, our world changes every single second, our teaching methods are to change too. They must correlate with nowadays high demands for both quality of knowledge and fast tempo of its gaining. That`s why our schools need absolutely new methods of teaching which integrate new technologies. IP-television has already gained perfect reputation as just an amusement, but at the same time, it can be applied in education.

The aim of our work is to find out some methods of using the facilities of IP-TV which may serve as the ways of better studying English language for school children.

The reason we’ve chosen the technology of IP-TV is hidden in its growing actuality, novelty and predictably excellent future. For those of you who have not figured it out, the future of television is the Internet. The future of radio is also the Internet. This is true for two reasons: cost and reach. It costs less to broadcast over the Internet than it does using conventional broadcasting transmitters and equipment, and the reach is far greater. [5] That`s why our education will broader use the facilities of the Internet and IP-TV.

First of all, let`s see into the very term of “IP-television”. Internet Protocol television (IP-TV) is a system through which television services are delivered using the Internet protocol suite over a packet-switched network such as a LAN or the Internet, instead of being delivered through traditional terrestrial, satellite signal, and cable television formats. Unlike downloaded media, IP-TV offers the ability to stream the media in smaller batches, directly from the source. As a result, a client media player can begin playing the data (such as a movie) before the entire file has been transmitted. This is known as Streaming media. [12]

In practice, users have many advantages such as the ability of integrating television with other IP-based services like high speed Internet access. One can both watch TV in online mode and shift broadcasting network as far as 48 hours back. Another plus is the ability of downloading the content if Smart-TV or PC is connected.

As for the educational value of this technology, we’d like to point out the main purposes which pupils can attain using IP-TV.

First, extending of vocabulary is extremely important for those who have no possibility to speak with native speakers or have never been to English-speaking country. While watching a film or a program in English a pupil understands many unknown words from the context and remembers how to use them in real life.

Second, listening to the reporter`s speech a pupil learns which intonation to use, how to pronounce distinct sounds and words.

Third, grammar, being the most difficult sphere of the English language which a pupil doesn`t usually understand, becomes clearer if used in real situations.

Besides, video is clearly an instructional medium that is compelling and generates a much greater amount of interest and enjoyment than the more traditional printed material. Using sight and sound, video is the perfect medium for pupilss who are auditory or visual learners. With the added use of subtitles each child then has the choice to watch, listen to, or read. Video stimulates and engages pupils creating interest and maintaining that interest for longer periods of time, and it provides an innovative and effective means for educators to address and deliver the required curriculum content. [11]

In addition, TV programs in the English language let a pupil immerse into the culture of another country, feel its traditions and customs.

IP-TV introduces new features into the process of foreign language learning by actualizing the aspect of self-education. For example, a learner can select and adjust his educational program in accordance with the level of language knowledge and those gaps that he wants to fulfill. Some TV educational channels, for example English Club Channel, are aimed at forming necessary skills in various aspects of the language. It is also possible to select TV programs on different themes (from cognitive programs to sports and entertainment ones), levels of knowledge (For kids, Elementary, Pre-/Upper-Intermediate, Advanced). TV content is designed to develop skills of quick understanding of any situation, to extend vocabulary and provide illustrative examples of the grammar rules, being so difficult to memorize.

Program schedule is designed for the widest age category: from the very young children to adults and pupils. The main advantage of this channel is that the programs are divided into levels of training (For kids, Elementary, Pre-\ Upper-Intermediate, and Advanced), aimed at developing a variety of skills and cover the most important topics which may be really useful in everyday life.

Now let us enumerate some programs which we consider to be the most important for school. The main goal of the program *Speak Up* is improving pronunciation skills. It presents some set expressions, idioms and collocations, proverbs and sayings. Using new words as speech patterns a teacher train naughty sounds, which have no analogues in the Russian language. Another target is developing skills of listening and speaking.

*Movie Club* program includes phonetics and grammar tasks, enlarges vocabulary and general knowledge. As you might guess from the title, the theme is films by contemporary directors, discussions about new films, world news.

As an example, we`ve taken one of the most famous educational channels: *English Club Channel*. But of course, there are many other educational channels for adults and children:

*Public Broadcasting Station (PBS)*  covers a variety of science, technology and historical issues;

*National Geographic* illustrates the lifestyles of numerous animals.

*The History Channel* is dedicated to some aspects of history and provides excellent documentaries on a variety of topics.

*Ovation*is a television channel that is dedicated entirely to the arts. *Ovation* offers viewers the chance to watch ballets, such as “The Nutcracker,” in entirety. [4]

Now, with the aims of using video in the process of education clear let us speak about the necessary conditions for better earning and teaching the material.

Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities. [10]

Taking the time to do this upfront saves time in the end and leads to a better course. Teaching is more effective and pupil learning is enhanced when (a) we, as instructors, articulate a clear set of learning objectives (i.e., the knowledge and skills that we expect pupils to demonstrate by the end of a course). It means that we shouldn`t impose our aims, we are to create such conditions which make a child want to learn foreign language. We are to get a child interested in our subject. The way how to do it is not common, it`s just individual for everybody.

(b) the instructional activities (e.g., case studies, labs, discussions, readings, use of video material) support these learning objectives by providing goal-oriented practice. One of the most important points is to take the level of language of pupils into consideration. On this basis a teacher chooses the material to use. Of course, the age and interests play great role in choosing a program or a film.

And (c) the assessments (e.g., tests, papers, problem sets, performances) provide opportunities for pupils to demonstrate and practice the knowledge and skills articulated in the objectives, and for instructors to offer targeted feedback that can guide further learning. The method using video materials has some peculiarities/ thus, the attention can distract on details, heroes, costumes and so on. To avoid this unpleasant situation the teacher is to give a task to pupils. For example, ask some questions before the watching about one part of the program, then pause if and collect the answers. Certainly, the teacher is also to give out the papers with the list of unknown words before the lesson begins. While the film plays giving notes and explanations is a really good idea too. The teacher is to point out the using of unknown words as well as grammar constructions in a certain context.

And we’d love to tell a couple of words about motivation. TV creates and stimulates the motivation to learn English or any other language with greater zeal. It realizes the system of stimulus, while its main unit is TV-situation. Any educational program or film has double motivation basis. It means that the watching is aimed to two principles: to teach certain rules, enlarge pupil`s vocabulary, get to know with some grammar constructions. Another principle is to give the opportunity to use the knowledge, to prove the pupil that he has some basis and can already understand, analyze, translate the material. On the other hand, a pupil is encouraged to learn more and more as he wants to understand the whole material, not to guess from the context. [1]

If speaking about the technical side of the lesson it should be organized perfectly and don’t last long. If so, the pupils will get tired soon and lose the interest. Leontieva, T. P. recommends using video on the lessons once a week or at least once in two weeks. Duration of classes may extend from 45 minutes to 1 hour. Preference is given to short video films from 30 seconds to 5-10 minutes, because it is considered that 4-5 minutes video demonstration can provide the hard work of the group for the whole hour. This is due to a specific feature of video, as the density and richness of information. Because of this feature is better to use a short passage for intensive study than a longer video sequences - for extensive. [2]

So, now let us speak about the stages of work with video material in the classroom. Taking into consideration the division of the working process with a film by the authors Y.A. Komarova, Y.A. and Vehage,J., there are four main stages:

*1. Preparatory or pre-viewing stage;*

*2. Perception of the film or demonstration phase/while viewing;*

*3. Control of understanding the core content or post/after-viewing;*

*4. Development of language skills and speech or creative stage. [3]*

I`d like to develop every stage of viewing. Each stage has a number of tasks, which is determined by the efficiency of the entire audiovisual process.

*I. Preparatory or pre-viewing stage.*

The objectives on the preparatory or pre-viewing stage are:

1. Motivate pupils on the work; make them interested in the learning process;

2. To prevent possible difficulties before watching film and to prepare pupils for the successful execution of the job.

At this stage, the most important thing is to remove language difficulties and difficulties with understanding the content of the video.

The teacher may give out the lists with some proper names, unknown words which may cause difficulties while watching the film. He or she may also explain some events or conditions in which the action takes place. The teacher can give the summary, focusing on the issues that are to be opened.

A cycle of lessons on a topic or issue can be completed by watching the video. Pupils are given the task in advance that logically prepares them for the video. It`s really necessary because the attention may distract while watching. Pre-reading of texts and discussion of problems on the same subject (on both native and foreign languages​​), also motivates, provided that the video opens up new perspectives of the topic, contains an element of novelty and unpredictability.

With the help of video one can develop the ability of reading, mostly while working on a brief or full movie script. The pupil is offered the following list of tasks:

* reading the script to extract basic information;
* trying to foresee the actions and guess the heroes’ traits of character;
* reading the resume on its content before watching the video and then filling the gaps with missing words and phrases in the process of watching;
* reading a brief summary beforehand and finding fragments that are incorrect while watching

The last task on this stage may be the teacher`s answer about pupils` predictions of the film. When answering this question the pupils are to use the clichés, words, grammatical constructions which they have already taught on this topic.

*2. Demonstration Stage*

The objective is the further development of studying the language, communicative or social competence of pupils taking real situations which may occur in the process of communication with native English speakers. Demonstration of the movie should be accompanied by active activity of pupils.

This step uses the work aimed at finding, extraction, fixation, the transformation of certain linguistic material: vocabulary, grammar, phonetics. In this case, the content of the exercise provides a certain degree of effectiveness and justification of the job. Learners can also make notes of the text of the film, which they will need when performing tasks on the next stage.

The tasks depend on the theme, age and level of education of the pupils, but there are common tasks which may be applied to any topic.

According to Leontieva, vocabulary exercises based on video materials focus on the perception of lexical units in an adequate audiovisual context, the exercises may be the following:

* prediction of words, phrases which can be uttered by the characters of the video after the break, their future actions and behavior, as well as character's appearance, which pupils should describe at just hearing sounds without seeing the hero on the screen;
* recognition, finding (identification) in the video clip of certain objects, events, actions, whose names are written on the board, including the "distractions";
* matching adjectives written on the board or on a card with a certain character;
* finding the synonyms of the keywords from a movie.[3]

A film gives an opportunity to show how interdependent grammar and speech as grammatical structures are used by native speakers.

Presentation of speech functions and their means of expression are carried out in an appropriate context, in a variety of everyday situations and accompanied by performing the following exercises:

* repetition of different speech patterns that allow to implement this function pauses after the speaker;
* selection the linguistic means of expression functions that occur in the video clip out of the proposed list ;
* using a "freeze-frame": "What will / can tell this hero in this situation?"

Activation of grammatical material will be realized in speaking after watching fragment. It may be commenting movie content, adding of situations (e.g, restoration of telephone conversation), sounding cues, making questions of different types to video content, or to an interview with the main hero of the film or the film director.

Videos can be a good stimulus for both oral and written work. The following tasks may be offered:

* writing an imaginary biography of one of the characters in a video scene;
* presentation of a video scene in the form of a letter to a friend;
* preparation of sport news on the basis of watched news, with the use of the key-words;
* writing a short video advertising, the review of the feature film;
* writing a short story in order to predict the plot into a video;
* writing an alternative end of the story/or a sequel.

Teaching foreign languages nowadays has a communicative orientation, so the video is a unique tool for learning how to communicate effectively. Video allows you to teach it, taking into account different socio-linguistic factors, represented with the help of visual information. This information determines the way any person speaks. The speech can tell us about the social status, the nature of the relationship, time and place of communication, etc. To teach speaking well you can apply the following exercises:

* viewing a movie without a sound and making the pupils answer the questions about main characters, e.g. what is the relationship between them, differences in status;
* viewing a movie with a sound and making the pupils continue the dialogs.

Video also plays an important role in the development of creative skills of the pupils and unprepared dialogs and monologues. The impetus for this development is various tasks on active viewing focused primarily on the training the skills of listening comprehension. The exercises are used dialogic speech aimed at:

* restoration of dialogue presented in a video scene, based on individual replicas obtained by each pupil;
* restoration of missed replica of one of the characters;
* the correlation of each of 8-10 replicas obtained trained before viewing, with a certain character.

Exercises aimed on developing monologues speech include:

* drawing up a story about what has happened by a certain point of the video, which is interrupted by "freeze-frame"; assumption that what happens next;
* reinstatement of the movie plot (beginning, end, or the climax event in the middle of the episode);
* preparation of retelling the story on behalf of one of the characters

*3. After-viewing stage*

The most important aim of the whole stage is to use the film or program as the basis and support for the development of productive skills in spoken or written language. To achieve this aim, a teacher may give the tasks to be made at home. For example, writing an essay about the film, we mean, to describe the plot and pupil`s opinion about the main idea. As for the spoken skills, the tasks may be the following:

* description of the movie scenes by the "snowball" , one telling about his episode and repeating everyone`s being told before him;
* making questions on the content;
* correction of knowingly false information;
* description of the most memorable moments / characters.

On the other hand, we can also think over the content and discuss the plot, characters and situations. It`s a good idea for making monologues or create a form of argumentation one`s opinion. The teacher asks questions about some episodes, for only one episode to be chosen, whether a pupil agrees with the hero`s decision or opinion or not. Then a pupil is to make up a little monologue to answer teacher`s question. In the creating a monologue, a pupil is to follow a certain plan of the answer:

1. Standing the problem he`ll speak about, his main items
2. The actuality of the problem/the reason he`s chosen this episode
3. The arguments “for”
4. The arguments “against”
5. His own opinion/If I were main hero, I’d…

With the help of this exercise pupils will both learn new of the English language and learn more about their classmates. They will also learn how to express their thoughts correctly.

At this stage efficiency is checked by the level of how much the pupils have understood from the video and their ability to use new knowledge which they have leant from the film.

*4. Development of language skills and speech or creative stage.*

The last stage takes place after the demonstration. The teacher either may or may not hold it. If he finds it important and useful for pupils to repeat the material from the ethical point of view, we mean for better understanding the very idea of film, he or she gives the creative tasks, discussions. But it`s necessary to repeat new words, expressions, grammatical constructions. Otherwise, the work on the cartoon will be done for nothing. The choice of exercises for repetition is great; the teacher is himself to define what type of exercises: grammar, lexical or syntactical needs to be done.

Now, let`s speak about the benefits of using video in education. Video is becoming a preferred channel of communication due to recent research held by Kaltura Inc., the leading open source video platform, published today the inaugural *State of Video in Education* report, the most definitive and comprehensive international study to date on the use of video in education in March 31, 2014 in New York, NY. Respondents showed dramatic consensus that video improves learning outcomes and the overall pupil experience, and also has positive impact on pupil enrollment and retention.[7]

The study’s 550 respondents, who were surveyed online between January and March of this year, broadly agreed that video has a significantly positive impact on all aspects of the pupil lifecycle, from attracting and retaining pupils to enhancing learning, boosting learning outcomes and building stronger alumni relations. Respondents were drawn from the IT, digital media, instructional design, senior administration and faculty departments of K12 and higher-ed schools worldwide.

It is clear that video will have an ever-increasing impact on education, with 88% of respondents agreeing that video improves the overall education experience and will be a major part of the education experience in the future. One respondent commented: “Synchronous and asynchronous video will be the norm in every course in all disciplines.  Teachers will have to produce multimedia instructional content as the line between online and face-to-face becomes further blurred, and is eventually eliminated.”

The more interested and engaged pupils are, and the more interactive each learning session is, the more pupils 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 pupils 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.

If pupils 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.[8]

Summing up, we want to emphasize that educational television is capable to integrate and synthesize various sources of information, auditory and visual. It allows the teacher to:

1. Create positive and working environment in the classroom;

2. Intensify the learning process, combining form, organization, pace of lessons and auditory-visual impact on pupils with real opportunities pupils to perceive and work over academic information;

3. Effectively implement the principles of bringing up, as the TV screen allows to make the process of assimilation of foreign language material more lively, interesting, problematic, compelling and emotional.

The main conclusion of our work is the fact that the application of information technology opens up new opportunities for more effective learning, allows us to achieve positive results. Visibility and accessibility of the material contributes more rapid memorization and correct application of the learned.

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