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SHORT - VIDEO PROJECT WORK IN LANGUAGE TEACHING

Abstract. This article deals with the implementing short videos in the teaching of English as a foreign language. This work is concerned with English Teaching with Short Video Project Work, with its role and function in lessons and its effect on students' knowledge of the language.

Video Project Work is nowadays considered to be a really effective way of teaching English that connects learning and using the language. From the authors' experience it was found out that students like such kinds of tasks and they learn a lot of various things while they are doing this work. It was noticed that students have contact with reality, the work is more co-operative than competitive and this fact improves students' responsibility of the work and also their social skills.

Key words: project work, team work, short video

Аңдатпа. Бұл мақалада ағылшын тілін оқыту барысында қысқаметражды бейне роликтерді қолдану тәсілдері қарастырылған. Мақала авторлары жобалық видео жұмыстарын пайдалану кезінде бірнеше әдістері мен түрлерін, сондай-ақ олардың рөлін, функциясын және тілді меңгеру кезінде әсер ететін нәтижелерін сипаттайды.

Бейнежазба жобасы қазіргі таңда ағылшын тілін үйретуді және оны пайдалануды байланыстыратын оқытудың тиімді әдісінің бірі болып саналады. Мақала авторларының тәжірибесінен оқушылар осындай тапсырмаларды ұнататынын және олар осы жұмыстарды жасау барысында көптеген нәрсені үйренетінін белгілі болды. Студенттердің жобалары сыныптан тыс, шынайы өмірмен байланысты болғаны байқалды, сонымен қатар бұл жұмыс бәсекелестікте емес, бірлестікте жасалынды және бұл факт студенттердің жұмыстарының жауапкершілігін және олардың әлеуметтік дағдыларын жақсартты.

Түйін сөздер: жобалық жұмыс, бейнероликтер, топтық жұмыс.

Аннотация. Данная статья описывает возможности использования короткометражных видеороликов в процессе обучения английскому языку. По мнению авторов, использование проектных видео работ в процессе обучения английскому языку имеет огромное

количество преимуществ. В статье авторы дают примеры нескольких видов и приемов при использовании проектных видео работ, а также их роль, функции и влияние на успешное изучение иностранного языка студентами.

Использование проектных видео работ при обучении иностранному языку в настоящее время считается действительно эффективным методом, который обеспечивает эффективность обучения и развитие навыков говорения на иностранном языке. При проведении эксперимента авторы выяснили, что обучающимся нравятся такие методы, так как в момент работы над проектами они учатся также и многому другому. Было замечено, что студенты имеют контакт с реальностью, работа проходит более сплоченнее, и нет никакой конкуренции, что способствует повышению общей ответственности студентов за результат работы, а также развивает их социальные навыки.

Ключевые слова: проектные работы, видеоролики, работа в группе.

Video Project Work is nowadays considered to be a really effective way of teaching English that connects learning and using the language. The most important thing is that it does not improve only language skills, but also enhance interests in working together, expand their common knowledge, physical and social skills.

Shooting video is usually a team work. That is why it is important to establish a good working atmosphere. No doubt, it develops students' social skills. It is very necessary to make a choice altogether and discuss the problem. Then students have to divide their work, take their own role in the work and the responsibility for their part of the work. They have to cooperate and this is something really important in their real future life. Moreover, this cooperation should be considered as an important motivating factor.

Project work cannot be characterized simply: there are a large number of possibilities how to describe what the project work is. The teacher's imagination and fantasy is crucial. However, it is possible to enumerate some kinds of the most used projects.

According to Diana L Fried-Booth [1], there are two main streams of projectwork: motivating activities and full-scale projects. Full-scale activities are almost always extended out of the classroom whereas motivating activities usually take place in the classroom. They also differ in their length. Motivating activities are a form of easier work, they are in fact a preparation for full-scale projects. These activities are usually shorter than full-scale projects and they are also more suitable for younger learners. The task is usually to evolve some given topic, e.g. animals. Each student, or a pair, or a group of students, can choose their favourite animal and make a poster about it.

There are an inexhaustible number of topics and younger students love this work.

A full-scale project is more difficult than the previous activity and thus it is more suitable for learners on at least intermediate language level. Diana L Fried Booth [1] divides full-scale projects into three stages: classroom planning that contents discussion about the topic, then carrying out the project, in which students left their classroom and work outside it, and the last stage is reviewing and monitoring the work, which means feedback sessions and analysis of the work.

Project work is composed of several parts. It is necessary to follow some rules of the work, otherwise it could be turned into chaos. A teacher should have a clear plan for lessons. The main stages can be called: motivation, preparation, class discussion, grouping, collecting material, discussion in small groups, creating the project, checking, re-creating, display, discussion and evaluation. This structure can differ in minor ways according to individual learning situations.

Project work is becoming increasingly popular feature within the ELT classroom. A project involves students in deciding together what they want to do to complete a project whilst the teacher plays a more supporting role.

There are some advantages of project work:

Increased motivation – students become involved in the project. All four skills reading, writing, listening and speaking are integrated. Self-study is promoted as students become more responsible for their own study. There are study outcome – students have an end product. Authentic tasks and therefore the language input are more authentic. Social relations are developed through co-operating as a group. A break from routine and the good opportunity to do something different.

Some possible drawbacks to project work:

Some students doing nothing. By giving more independence to the students you may also be giving the freedom to do nothing. That is why the project or criteria of evaluation should be planned and rules decided very carefully and at the end proposal stage this is less likely to happen.

Groups working at different level. One group may have more strong students and work may have finished earlier and easier. If it happens teachers should motivate students properly in order to avoid this problem.

Students using their own language. While they are doing the project work they may use L1.

There are some pieces of advice how to plan the project:

Opening – to give students an idea of what project work is and what they should be aiming to produce, it is good to have examples of past projects.

Proposing – after the explaining the idea behind the project you may ask students to propose a plan of work:

- What they want to include in the project;
- Divide them into roles and decide who will be responsible for what.

Time – allocate an agreed amount of time for the project. Explaining the importance to finish the Presentation – project work need to be seen, shown, and admired. You may ask the group to prepare a task for other students related to their project it could be a quiz game, a crossword using vocabulary for the project or comprehension questions for a video students made.

Evaluation – as with any piece of work a project work needs to be acknowledged and evaluated. It is not enough to just say “well done” after all the work students have done. It is better to use a simple project work evaluation criteria, such as content, design, decoration, group work, individual work, creativity and language.

At the beginning of the project it is really very important to motivate students for the work. It should flow from the previous activity and its subject matter. Students should be looking forward to the work, they should want to create it. And after consulting with colleagues we decided to come up with project work, which will vary from daily tasks and exercises. After the end of the academic year the students were given the opportunity to shoot their own videos. The topics were taken from the textbooks, that is for students of pre – intermediate level New Inside Out (A2 level) and intermediate level New Inside Out (B1 level). A competition was arranged between students of different levels. This was a bonus assignment in which students were evaluated on several criteria, such as:

- Team work 20% out of 100%;
- Coherence 20%;
- Creativity 20%;
- Decoration 20%;
- Acting 20%.

Topics were printed and placed in small envelopes. That is, the formation of groups depended on the students themselves and their luck. Students who selected the same topics were considered in the same team, and acted on the principle "one for all and all for one". The subgroup consisted of 3-4 students who had different abilities. Despite the fact that the subgroups were consisted with both strong and weak students, the goal of this project was to motivate all the participants to speak in equal measures, to help them to overcome the language barrier. Students' teamwork was evaluated as well with the projects' rules and regulations which are mentioned above. In any case, none of the participants had to be involved in the work. A period of one month was given to create a video, within this time students should come up with a story, a scenario, to divide all the parts to role-play, rehearse, produce, edit video and present to the audience. All brought videos were watched by the teachers within 10 days, after which they picked the best three for the number

of points that were given to each subgroup's video. The instructors of the University were presented as jury and they were not familiar with students. Thereby we have achieved an equitable distribution of votes, assessing not personal qualities, but the video which were presented to watch, according to the criteria above. By the end of the project, the group with the highest number of points ranked first, which entitles them to get 10% to the final results. Group with the second place receives 7% and the group receiving third place, 5% to the final results. All other participants who are not awarded any places receive encouraging points from 1 to 5 to the final exam.

Students' video shooting is required to write the script, cast and rehearsal, as well as certain skills of work with video equipment. I think this type of work differs from the everyday homework and diversify the lives of students, bringing some pleasure from the done work. Indeed, all students communicate in English during the video. I hope that from learned fifty words in memory will remain at least half, and maybe even more, in addition a lot of impressions and positive emotions.

№	Title		
1	Name		Friends
2	Place		Adrenalin
3	Love		Relationships
4	Shopping		Party
5	Fit		Edible
6	Job		Time
7	Eco		News
8	Education		Journey
9	Smile		Opinions
10	Lifestyle		Childhood
11	Animals		Age
12	Incredible		Style

Video contest for Pre Intermediate and Intermediate level students

Awards:

- I place -10 % is added to final result
- II place- 7 % is added to final result;
- III place-5 % is added to final result; Participation 1-5 points are added to final exam.

Timeline for video contest

- 03.03.20__ – 07.03.20__: Inform students with the video contest topics, the criteria of evaluation and awards for their project work; Students are divided into groups by draw; Topics are given in the envelopes and students are picking them up by chance;

- 10.03.20__ – 11.04.20__ : Students are working on their projects, searching for the information and come up with their ideas;
- 14.04.20__ : Deadline to submit their project works;
- 15.04.20__ – 25.04.20__ : Project works are going to be evaluated by Language School Teachers;
- 28.04.20__ – 30.04.20__ : Announcement of awards;
- Teaching methods have been changing since mankind exists.

Nowadays, students have to face the different world than we had twenty years ago years ago, and this fact should be reflected in the educational approach. There is no time when memorizing was the best learning strategy. Students of the 21st century deal with the world full of technology and information.

One of the modern teaching approaches is project work. It is learning through experience and it seems such a learning method is appropriate for our time.

From our experience we have found out that this way of teaching is really very exciting for both teachers and students. Students like such kinds of tasks and they learn a lot of various things while they are doing this work. We notice that students have contact with reality, the work is more co-operative than competitive and this fact improves students' responsibility of the work and also their social skills.

We also agree with the fact that it is not possible to use only project based teaching approach, it is suitable primarily to revise some subjects, to differ lessons, to motivate students in creating something by themselves.

Grouping is another point to be discussed. As we noticed the best work is done in groups of three or four members. Larger groups are better to work only occasionally, otherwise they have problems with lazier or weaker students. Pair or individual work is good only for some occasions, too. In these small groups, there is a lack of ideas, cooperation and also fun, which is one of the best motivating factors. However, it really depends.

References:

1 Diana, L., Fried, B. Project Work, Resource Books for Teachers. – Oxford: Oxford University Press, 1986. – 127 p.

2 Harmer, J. The Practice of English Language Teaching. – London and New York: Longman Publishing, 1991. – 296 p.