

**ТІЛ БІЛІМІ**

УДК 81

**USING VIDEO MATERIALS IN ELT CLASSROOM:  
SHOOTING PARODY OF MOVIES FOR INTERMEDIATE EFL  
STUDENTS TO IMPROVE SPEAKING SKILL****Aidynbek Nugmanov***MA 2nd year student, Suleyman Demirel University***Alibek Zapir***MA, Senior lecturer, Suleyman Demirel University***Резюме**

Целью данной статьи является исследование влияния съёмки видео пародий, основанных на фильмах, на навыки разговорной речи двух долгосрочных групп студентов, изучающих английский язык в качестве иностранного. Также подчёркивается роль видеопроизводства, которая способствует общей мотивации для обучения в Языковой Школе Университета имени Сулеймана Демиреля. Исследователь подробно описывает ход задания - съёмки фильмов, процесс его планирования и внедрения; роль учителя в подготовке, мониторинге, и обеспечение своевременных отзывов от студентов об их опыте.  
**Ключевые слова:** видео материалы, пародия, видеопроизводство.

**Түйін**

Бұл мақаланың мақсаты Сүлейман Демирел Университетінің Тілдік Дайындық мектебінде ағылшын тілін шетел тілі ретінде оқитын екі топтың кино материалдарға пародия түсірудегі студенттердің сөйлеу дағдысын дамытуға әсерін зерттеу болып табылады. Сонымен қатар жалпы тіл үйренуге деген құлшыныс үшін видео түсірудің ролін атап айтады. Зерттеуші тапсырманың қалай орындалып, қалай іске асқанын, дайындық барысындағы жетекшінің ролін және бақылауын егжей-тегжейлі түсіндіріп, үйренушілердің алған тәжірибесіне байланысты пікірінен сөз қозғайды.

**Кілт сөздер:** видео материалдар, пародия, видео түсіру

***Abstract:** This article aims to explore impact of shooting video-based parody of movies on speaking ability for two groups of long-term EFL students and highlights the role of video production which contributes to the overall learning motivation at Language School of Suleyman Demirel University. Researcher describes in detail how the movie-making task was held, the process of planning and implementing the assignment, and the role of the teacher in preparation and monitoring and providing feedback from students on their experiences.  
**Keywords:** Video materials, parody, video production.*

**INTRODUCTION**

In the context of modern world society, and especially when it comes to the society of Kazakhstan, a promptly developing country, standing on the threshold of

the globalization process, the need in formation of language skills of population is strong as ever. The President of our country Nursultan Nazarbayev has always emphasized the importance of languages as a mean of communication between people, may it be the native Kazakh language, or foreign languages, Russian and English in particular, as means of cross-cultural dialogue. In the President's message "New Kazakhstan in a new world", the Head of state pointed out that "the main criteria of success of the educational reform is the achievement of the level, upon which any citizen of our country, obtaining the appropriate education and qualification, will be able to become a qualified specialist in any country in the world." As we enter this new period of the development of Kazakhstan, and witness its becoming part of global multicultural and multilingual community, we cannot deny the fact that we no longer can afford ourselves to neglect or treat carelessly the foreign language teaching as a way of formation communicative skills.

Many students tire of teacher-centered model of English-language learning and complain that the class is very boring and monotonous and that they want a new and different approach. One way to solve this problem can be to develop a teaching approach to stimulate students' interest in English-language learning. With the help of digital technology we can organize many tasks that motivate students in learning the language. In this case our task is to make videos.

It's important for students to stay motivated in long-term language learning processes to get fruitful results and acquire some skills. Unfortunately, it doesn't usually happen and students are tired of teacher-centered model of English-language learning and complain that the class is very boring and monotonous and that they want a new and different approach. Without being motivated with different educational tasks students may lose their interests in learning language with mainstream activities. For this reason making videos can be solution for this problem and I would like to explore the impact of using video materials and video production on students' motivation and speaking skill.

The English language teaching profession is one that consistently seizes upon and adapts new technologies to classroom use. When video players first came on the market worldwide, they were quickly assimilated as a tool for teaching students both listening comprehension and speaking ability. Today, most classrooms have monitors and video players available for teachers to make use of in their lesson planning and student feedback regarding the use of video clips and films in the language class is very positive [1].

Many scholars have revealed that films used in EFL classroom can become an important part of the curriculum. This is based on the fact that films provide exposures to the real language, used in authentic settings and the culture in which

the foreign language is spoken. They also have found that films catch the learners' interest and it can positively affect their motivation to learn [2-3].

Some teachers have also begun to implement video production in the language classroom, whereby students are empowered to use video cameras in linguistic production, not merely relying on video technology for receptive purposes. As the technology becomes cheaper and more readily available to students it seems fitting that we as teachers integrate it into our lesson and assessment planning in the same way we have been doing with video, film and computer assisted learning strategies. Students are surrounded by technology and this technology can provide interesting and novel approaches to language learning.

Today one of the main principles behind using technology in the classroom is that the teaching/instruction is associated with learner-centered teaching approaches which should encourage collaborative learning in one way or another. Bringing new technology into foreign language classes can thus be understood as a good way to activate students and get them to work in a collaborative manner.

Back in the mid to late 1980s language methodologists encouraged teachers to integrate video into foreign language teaching [4]. This resulted in a great deal of resource books for teachers and video series were produced for this purpose. Looking back one must conclude that video did not gain a position as a prominent language learning tool. Instead of using video as a stimulus to generate genuine communication in the classroom, video was more used as tool for passive learning. In the following section it will be discussed how media education can be used as an active tool in language classes and how it should be embedded in a more general approach to language learning. The description is based on and refers to a study conducted within the framework of a European project – DIVIS (Digital Video Streaming and multilingualism). The study aims to explore how digital video devices and current approaches to video production can serve as tools for language learning.

#### **Description of the experimental process**

The concept of shooting parody to movies was introduced to class as follows: "In two subgroups you are to shoot a five-minute parody of movie you were distributed to". After watching the movies subgroups were distributed the movies by drawing lots. Each team is to shoot 3 video-based parody on movies they were asked to. Six stages of video production were also introduced: 1) discussion of the ideas for the movie parody; 2) production of the script and responsibilities; 3) pronunciation practice and rehearsals; 4) filming of the movie; 5) editing; and 6) public presentation.

*Discussion of a movie topic:* Discussions in both groups were lively and many

ideas were preferred. It was quite evident that in one group a natural leader, who appeared to be coveting the position of director, was emerging. As he continued to show competency in this position the group appeared to accept him in this role. This acceptance was particularly interesting as the student in question had previously been one of the two disruptive elements in the class. However, with this new responsibility he had become highly motivated and motivating and found new respect from his peers and myself alike. My involvement was to listen and make suggestions when I felt that my input would add something to the discussion, which was not often. The main fault that the groups initially demonstrated was to present a concept that was too grand or time-consuming for the limits of time and equipment.

*Production of script:* This activity was far more involved and time consuming than I had initially envisaged. The students were highly attentive to what they perceived as appropriate language for the circumstances within the storyline. The students demanded much from each other, and from me, to clarify that the lexis in particular was suitable for the situation and acceptable to a native speaker. Individual students were able to bring a variety of ideas to the script from their own experiences, which promoted lively discussions as to what language was most appropriate for the scene. Once consensus was reached, thoughts turned to pronunciation of lexical items, and intonation and stress patterns for sentences. My input was crucial at this juncture, and script writers were able to inscribe appropriate patterns within the written text.

*Practice of lines, with and without script:* As the nature of a movie is a sequence of diverse interpersonal interactions, practicing of lines became a confusion of individual requirements. However, there was little that could be done to organise this segment more concisely. The only suggestion I could make was that individuals who were waiting for those who were already involved in practice with another could practice individual lexical items, act as a prompt, or act as audience and give feedback to their peers. This preparation, I learnt later, continued well after school hours and a great deal of time was given to learning and practicing lines. At this juncture I realized just how motivated these students were in producing something that they had really taken ownership of and of which they could be proud. It was also apparent that there was some amount of rivalry between the two groups as to who would produce the highest quality movie. Although there was no prize for the best production, I felt the group rivalry added to motivation.

*Location selection and rehearsal in the setting:* The selection of location for the videoing promoted far more group discussion than I had anticipated. Settings were visited and the pros and cons for a variety of places were debated. Once the desired location was mutually accepted, the actors began to rehearse in situ, with

classmates giving advice, on both language and acting. Once again, I observed a great deal of natural interaction. My role was, once more, to make suggestions for improvements, usually on intonation of lines. At this stage of the proceedings it was reasonably difficult for me to alternate between groups due to the physical distance between the two locations. The 'Love on Ice' group had decided to film in one student's university apartment, the other in the grounds of the university. Using a bicycle, I managed to reduce inter-group travelling time to a minimum.

*Video recording of scenes:* I was able to borrow two video recorders from colleagues, enabling each group to work independently. Scenes were shot repeatedly until those involved were satisfied with the quality. The students brought a maturity to the task and performed very well, both as actors and as directors. Both groups had decided that all scenes that were recorded were to be stored, even if the scenes were unlikely to be used in the editing process. Filming took a lot of time but the task was very involving and all students participated fully. If they were not directly involved in the scene being recorded they either gave assistance to those who were, or practiced their lines discreetly.

*Editing:* Microsoft's Windows Movie Maker editing suite was used as it was readily available and quite simple. However, no one in the class, including myself, had any prior experience of movie editing software. The process of understanding how to use the software proved to be an excellent language learning task as students needed to read the help guides to learn the functionality of the software. I had already spent a few hours practicing with the software and had realised that to achieve what the students required was relatively simple. My role was to monitor the group and give guidance when needed. Needless to say, with multiple student input it did not take long for the editing process to be initiated. However, the process did generate much discussion, sometimes quite heated, and was time consuming. This procedure started in a two hour afternoon session and continued well into the evening. Both groups wanted to include a title scene, credits, music, and a variety of effects between scenes. As time went on, long after school had finished, only the really dedicated remained. What they achieved was extremely impressive and their groups were delighted with the outcomes. The next step was to see how the movies would be received by an audience.

*Public Showing:* The whole school (approximately 50 students) was invited to a public showing at the end of the following week and both movies were extremely well received, in fact, two showings of each were demanded. Students from other classes really valued their inclusion and the movie makers showed obvious signs of pride in their achievements. It was clear to all that the project had been a great success.

**Pre- and post-task speaking assessments**

The speaking assessments were done on exactly the same topics with exactly the same assessment committee to exclude the possibility of subjective judgment. Moreover, at least three committee members were present during assessment and the scores were averaged to produce a mean, so that it would be close to the real estimate of the speaking ability of the learner.

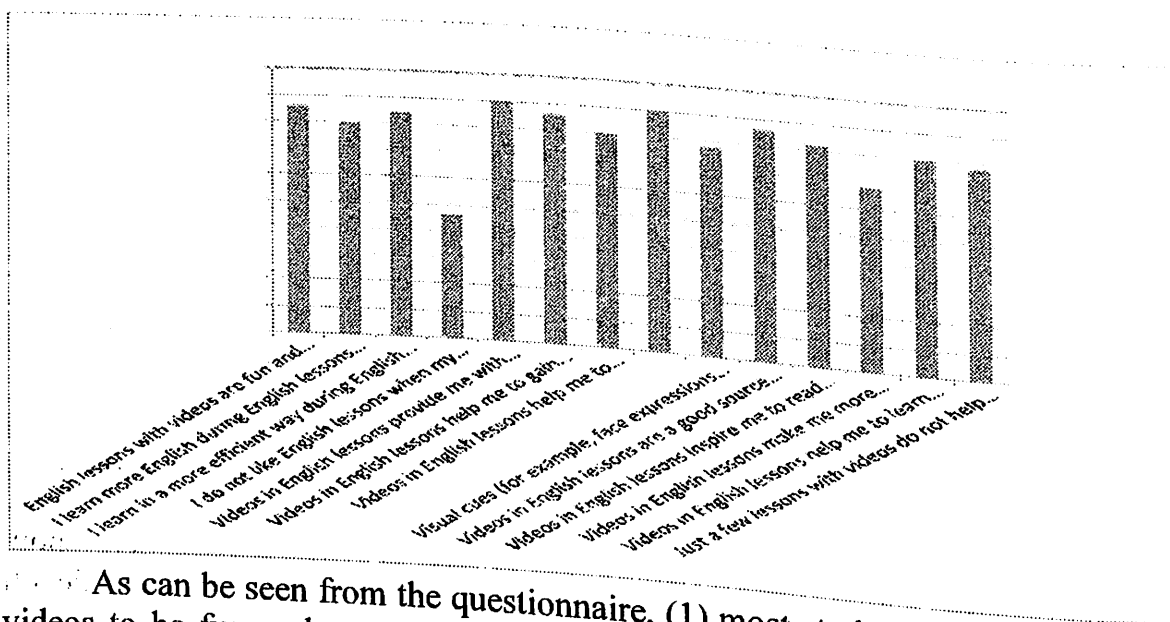
The results of the pre-task assessments show that the two groups, the control and the experimental group, are almost identical in their speaking abilities.

After shooting parodies the experimental group did slightly better than the control group on the post-task speaking assessment, which shows the potential behind shooting parodies to improve the speaking skills of English language learners.

**Student questionnaire**

The questionnaire included 25 Likert-scale questions and asked the students to rate the items from 1 being strongly disagree to 5 being strongly agree. The items were related to the use of videos in the lesson, their effect on the overall language ability of the learners, and attitudes towards watching movies with subtitles. Appendix 1 includes the questionnaire that was used in this study to gauge the effectiveness of shooting parodies of movies

Below are the results of the questionnaire.



As can be seen from the questionnaire, (1) most students found lessons with videos to be fun and entertaining. As someone who was observing the students

during the process of video watching and production, they were very interested in doing something and owning a final product that participation and excitement level in the classroom were above average. (2) The students reported learning more English during English lessons with videos, which still needs to be addressed. (3) The students also mentioned video lessons to be a more efficient way of learning a language, which can be understood in their personal learning styles. (4) Very few students reported not liking lessons with videos. This means that using videos in language teaching holds great potential for making learners interested in the content and thus learning it.

(5) The learners feel that videos in the classroom provide them with topics to talk about. Indeed, when observing the experimental group after the shooting was done, they were very eager to talk about their experiences and share them with the classroom. Such experiences were preparing the script, acting out, making mistakes, using the technology, etc. (6) A lot of students reported that videos helped them gain confidence in using the language. In a way, video production can be considered a public activity, as the final product in a shape of a movie parody was shown to the Language School students and staff. For this reason, it is possible to conclude the benefit that using videos may have on the inner self-confidence of language learners, which is a very important aspect of language learning. (7) In terms of pronunciation and intonation, there was another very important contribution of using videos in the language classroom. As was evident from the post-task observations, students' pronunciation improved and they were easily comprehensible not only by the teacher, but by other students as well. Personally, I noted a great improvement in some of the students in this aspect of language learning. (8 and 9) A lot of interaction in the videos was genuine, with the use of cues such as visual expressions, tone of voice and gestures. Students reported that these cues helped them a lot to comprehend the meaning of interactions, rather than listening to the same interaction on a sound recording which is devoid of such aspect as visual expressions and gestures. (10) Students also reported that they came to realize the way English language works in terms of pronunciation and intonation. This was evident in that the movies we watched were most in the American accent, and the movie parodies the students produces also made use of the same accent.

### **CONCLUSION**

The main objective of the study is investigate impact of watching authentic movies with subtitles and shoot a parody on speaking skill of Intermediate EFL students at Language School of SDU. The findings of this study revealed that shooting parody can be a powerful mechanism to engage learners in language learning. Their speaking skill can be improved through acting it out, which is part

of the digital video production activity. Furthermore, the integration of humorous element or parody in the digital story could enhance learners' creativity and critical thinking. The findings indicate the potential of humorous digital storytelling activities in language learning. This study also highlighted several issues that need to be addressed by language teachers who wish to adopt this approach in their class. These include students' lack of skills and experience in video production and the inability in coping with technical problems. They would also have to be creative and critical in order to produce a good parody. All these elements could make the activity stressful to the language students. Students may need to be exposed to many humorous stories to give them guidance in producing their own. Doing the activity in groups may also reduce the technical problems as they could solve the problems together and create the parody collaboratively.

Finally, it is very difficult to conclude whether the students developed some aspects of their speaking ability due to the experiment or because it was a normal development process that other circumstances have affected. We can be certain, though, that using videos in language teaching is interesting for the students and can aid in developing all four skills if implemented properly. This study tried to show how using videos and making videos are productive for the development of speaking skills of intermediate level English language learners.

## REFERENCES

1. Sebastian Brooke. Video Production in the Foreign Language Classroom: Some Practical Ideas // The Internet TESL Journal, Sophia University (Tokyo, Japan)
2. Kusumarasdyati, (2004) . Listening, Viewing and Imagination: Films in EFL Classes. 2<sup>nd</sup> . International Conference on Imagination and Education Vancouver, Canada ,July 14 - 17, 2004.
3. Luo, J. J. (2004). Using DVD films to enhance college freshmen's English listening comprehension and motivation. Unpublished Master thesis, National Tsing Hua University, Hsinchu. Taiwan, R.O.C
4. Allan, M. 1984. 'Viewing comprehension in the EFL classroom.' *ELT Journal*, 38 (1): 21-26.

### Appendix 1: Questionnaire about the use of video in ELT

Dear Student,

My name is Aidynbek, and I am a Master student at Suleyman Demirel University. For my Master's thesis, I want to find out about the use of video in English language teaching. You can help me by answering this questionnaire. Please, tick your own opinion (strongly disagree, disagree, neutral, agree, strongly agree) in front of each statement.



Statement	strongly disagree	disagree	neutral	agree	strongly agree
English lessons with videos are fun and entertaining					
I learn more English during English lessons with videos					
I learn in a more efficient way during English lessons with videos					
I do not like English lessons when my teacher uses videos					
Videos in English lessons provide me with topics to communicate in English with other classmates					
Videos in English lessons help me to gain confidence in speaking to my classmates					
Videos in English lessons help me to improve my pronunciation and intonation					
Videos in English lessons help me to understand oral English better than just ordinary audio sound recordings (CD, etc.).					
Visual cues (for example, face expressions and body language) in videos help me to maintain my interest and concentration while listening					
Videos in English lessons are a good source to make me familiar with and used to different ways of pronunciation and intonation					

What was your favourite English lesson with video? Why? (You can answer the question either in Kazakh/Russian or English)

Thank you very much for your help.