

**Бачик Х. О.**

IV курс, факультет іноземної філології,  
(ДВНЗ «Ужгородський національний університет»)  
*Науковий керівник-канд. філол. наук, доцент Андрусак І. В.*

## CONTEXTUALIZING EFL TEACHING WITH AUTHENTIC AUDIO-VISUAL MATERIALS

The most frequent issue that any EFL teacher may face while presenting a language item is decontextualized examples. It is agreed that teaching grammatical and lexical constructions are impossible without their context for many reasons. "Context takes into account such things as: who the speaker/writer is, who the audience is, where the communication takes place, what communication takes place before and after a sentence in question, implied vs. literal meanings, styles and registers and alternative forms among which a producer can choose" [2, p. 348]. Unfortunately, most textbooks lack authentic context that often result in the loss of communicative value of a target language item and prevents students from deriving the meaning. As Nunan states, in EFL classroom learners tend to be exposed to isolated sentences which are expected to internalize through exercises involving repetition, manipulation, and grammatical transformations [4, p. 102]. This way of teaching grammar proves to be ineffective since it fails to prepare students for communicating in real-life situations. Hence, the research focusing on issues concerning context-based grammar teaching in the EFL classroom seems to be *topical*. In addition, the *topicality* of this research is stipulated by the necessity to implement contextualised grammar teaching in the EFL classroom to create ample opportunity for learners to practice English grammar in meaningful communicative situations.

This paper is part of wider research which aims at exploring English animated sitcoms as an authentic tool to teach English grammar in the EFL classroom. This paper *aims* to outline the benefits and key features of authentic audio-visual materials.

Authentic language is a good example of native speakers' and a target language group production and the language production within a classroom. The following classification of authentic materials has been suggested for teaching and learning purposes.

Authentic materials can be classified according to the criterion whether authentic language production is supposed to be read, watched or listened to or posted on the Internet:

Reading authentic materials: books, magazines, newspapers, brochures, leaflets, menus, letters, e-mails, etc;

Audio-visual authentic materials: TV programmes, TV series and TV shows, TV news, films, cartoons, sitcoms videos, songs, radio programmes, etc.; and

Authentic materials on the Internet: websites, social networks, YouTube, blogs, vlogs, online games, etc.

Since language learning is regarded as 'a social process' rather than a process confined to language input [7, p. 306], learners need to interact emotionally, cognitively and socially in meaningful and purposeful situations to learn to use language appropriately. In this respect, videos with their variety, flexibility and productivity have a lot to offer for language learning processes if used carefully and purposefully as well as supported with opportunities to use language authentically.

Authentic audio-visual materials have become widespread in language learning. The ubiquity of audiovisual materials has never been more obvious than it is nowadays for the new generation of language learners [3]. 21<sup>st</sup> century teachers and learners are lucky enough to have access to unlimited kinds of authentic videomaterials such as movies, series, cartoons, etc. which can be easily utilized for EFL learning and teaching purposes.

The literature review has shown that authentic video materials bring a lot of benefits into the EFL classroom. To start with, these materials enable learners and teachers to make classroom language learning more effective and efficient than it used to be [7]. They are claimed to create curiosity and arouse learners' interest in the process of learning.

Zhu focuses on the ‘diversity’ feature of videos or their multimodality. Multimodality refer to the ability of a video to transmit different senses through ‘sound, image, color and shape’ [8, p. 136] at the same time. This advantage is believed to be extremely crucial in terms of different learner styles. In addition, multimodality is supported by Mayor’s theory of multimedia learning, which presupposes that multimedia materials result in better learning outcomes since they provide learners with multiple channels of delivery [3].

Pujola emphasizes that a video offers ‘facilities’ such as transcripts, subtitles, play controls and captions [5, p. 235] that scaffold learning. Baltova points out that the value of videos is in the recreating real-life experiences of language [1]. Videos expose learners to language in its real context, drawing their attention to speakers’ body language and other visual aids which enhance comprehension [6].

Hence, authentic audio-visual materials prove to be an effective tool to contextualize grammar teaching in the EFL classroom due to the following features: multimodality, scaffolding facilities and real-life exposure.

## REFERENCES

1. Baltova, I. (1999). Multisensory language teaching in a multidimensional curriculum: The use of authentic bimodal video in core French. *Canadian Modern Language Review*, 56 (1), 32–48. URL: <https://utpjournals.press/doi/pdf/10.3138/cmlr.56.1.31> (дата звернення: 08.04.2021)
2. Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach To Language Pedagogy* (pp. 48–351). New Jersey: Prentice Hall Regents. URL: <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf> (дата звернення: 05.04.2021)
3. McNulty, A., & Lazarevic, B. (2012). Best practices in using video technology to promote second language acquisition. *Teaching English with Technology*, 12(3), 49-61. URL: <http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-a83a37e8-2998-4ca3-a21e-6c9b78aef74a> (дата звернення: 10.04.2021)
4. Nunan, D. Teaching Grammar in Context. *ELT Journal* 52(2): 1998. P. 101–109. URL: [http://lenguasvivas.org/campus/files/0\\_28/teachinggrammarincontext.pdf](http://lenguasvivas.org/campus/files/0_28/teachinggrammarincontext.pdf) (дата звернення: 09.04.2021)
5. Pujola, J. T. (2002). CALLing for help: Researching language learning strategies using help facilities in a web-based multimedia program. *ReCALL*, 14(2), 235-262. URL: <https://www.semanticscholar.org/paper/CALLing-for-help%3A-researching-language-learning-in-Pujol%2C4%83/0439f468a9de086e638748261f0f455f2b8c1bff> (дата звернення: 08.04.2021)
6. Shrosbree, M., (2008). Digital video in the language classroom. *The JALT CALL Journal*, 4(1), 75-84. URL: <https://journal.jaltcall.org/storage/articles/JALTCALL%204-1-75.pdf> (дата звернення: 11.04.2021)
7. Tschirner, E. (2001). Language acquisition in the classroom: The role of digital videos. *Computer Assisted Language Learning*, 14(3–4), 305–319. URL: [https://www.researchgate.net/publication/254923873\\_Language\\_Acquisition\\_in\\_the\\_Classroom\\_The\\_Role\\_of\\_Digital\\_Video](https://www.researchgate.net/publication/254923873_Language_Acquisition_in_the_Classroom_The_Role_of_Digital_Video) (дата звернення: 09.04.2021)
8. Zhu, Y. F. (2012). Principles and Methods in Teaching English with Multimedia. In A. Xie & X. Huang (Eds.) *Advances in Computer Science and Education*. (pp. 135-139) Berlin, Heidelberg: Springer. URL: [https://link.springer.com/chapter/10.1007/978-3-642-27945-4\\_21](https://link.springer.com/chapter/10.1007/978-3-642-27945-4_21) (дата звернення: 11.04.2021)

**Бачинська О. Р.**

група АМ–42 (Тернопільський національний педагогічний університет імені Володимира Гнатюка)  
*Науковий керівник – доктор педагогічних наук, професор Задорожна І. П.*

## МЕТОДИКА ФОРМУВАННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ УЧНІВ У ТЕХНІЦІ ЧИТАННЯ

Проблема навчання техніки читання іноземною мовою у школі є досить складною і багатоаспектною. Актуальність проблеми формування іноземної компетентності у техніці читання зумовлюється необхідністю розгляду питання у контексті компетентнісного підходу,