

**VIDEO MATERIALS FOR LANGUAGE LEARNING:
THE BENEFITS AND CHALLENGES**

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Having processed the information request “videos in teaching foreign languages” the Research4life platform displays 2022 articles chronologically listed from 1954 to 2023 as the results. Let us analyze the quantity of publications on the mentioned topic made within the last decade as presented in Chart 1.

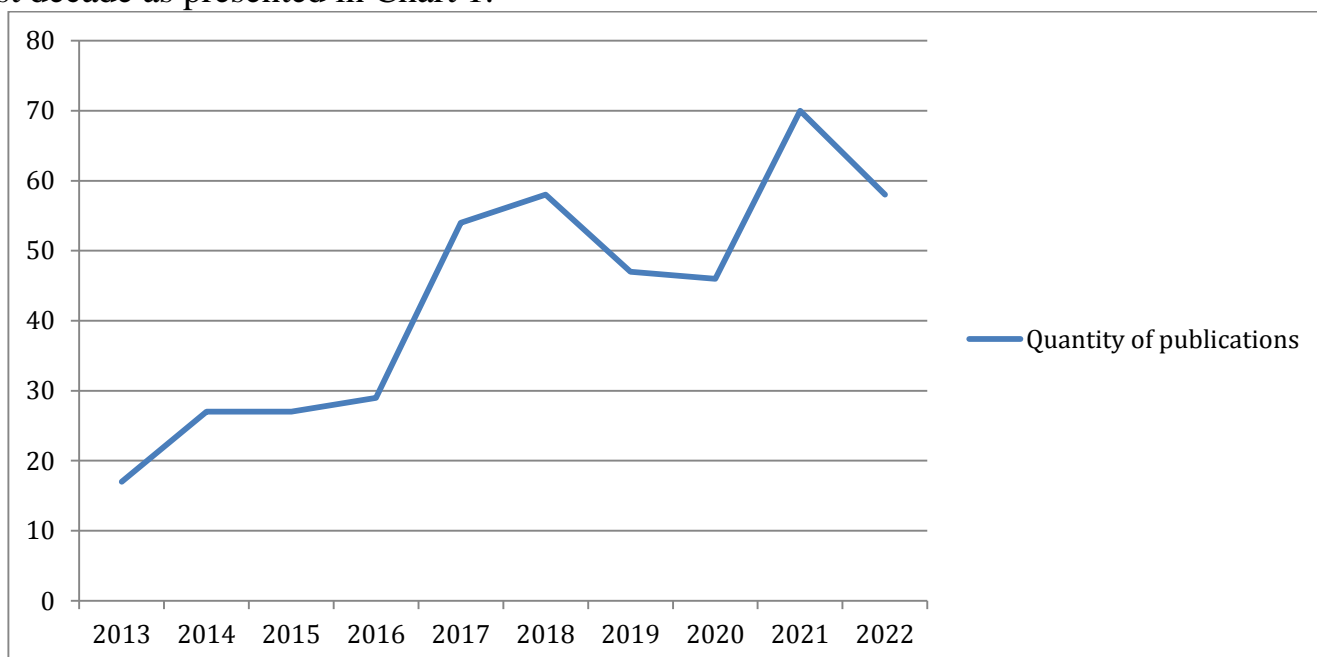


Chart 1. Quantity of publications on the use of video materials in teaching in 2013–2022, according to Research4Life research platform.

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Chart 1 clearly indicates a significant raise in interest in the topic of using video materials in teaching foreign languages within the last decade. This growth can be attributed to several factors, including the rapid development of information technology, particularly in the field of video communication. Video communication tools are increasingly available and integrated into various platforms such as conference communication, messengers, online platforms, YouTube, paid subscription streaming services, and social networks, offering self-sufficient integrated complexes that can be used not only for business purposes, but also for personal endeavors. These platforms provide additional opportunities for work, study, and recreation for an average citizen.

Despite the growing interest in using video materials for teaching and learning foreign languages, there is still much to be explored regarding its benefits, challenges, and drawbacks for language education.

Using video materials in language teaching has both benefits and challenges, and even negative aspects. Here are some of the most common ones:

Table 1

Pros and cons of using video materials for educational purposes

Benefits	Challenges	Negative aspects
Authenticity: videos can provide authentic language input, which can expose students to real-life situations, natural conversations, and different accents and dialects.	Accessibility: access to video materials can be a challenge for some students, especially if they do not have access to reliable internet or a device to watch videos.	Distractions: videos can be visually and aurally distracting, which can take away from the language learning experience. Students may become more focused on the visual or auditory elements of the video than on the language content.
Culture and context: videos can provide insights into the cultural context of the language being taught; helping students to better understand and appreciate the language and culture.	Over-reliance: over-reliance on video materials can be detrimental to language learning, as it can prevent students from developing their own language skills and abilities.	Limited interaction: watching videos can be a passive activity that does not allow for much interaction or communication between students. This can limit opportunities for practicing speaking

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		or collaborative learning.
<p>Multimodal learning: videos can appeal to different learning styles by providing a multimodal learning experience that combines visual, auditory, and sometimes kinesthetic elements.</p>	<p>Time constraints: incorporating videos into a lesson plan can be time-consuming, as it requires selecting appropriate materials and determining how to best use them to achieve specific learning goals.</p>	<p>Inappropriate content: videos may contain inappropriate language or topics that are not suitable for all students. Teachers need to be careful when selecting videos and ensure that they are appropriate for the age and level of the students.</p>
<p>Visual aids: videos can include visual aids such as images, graphics, and subtitles, which can help students to understand and remember vocabulary and grammar structures.</p>	<p>Comprehension: some videos may be too challenging for some students to understand, especially if they contain complex language or cultural references that are unfamiliar to the students.</p>	<p>Limited relevance: some videos may not be relevant to the students' interests or learning goals, which can limit their engagement and motivation to learn.</p>
<p>Engagement: videos can be a more engaging and entertaining way of learning than traditional methods, and they can motivate students to engage more with the language.</p>	<p>Disturbances: videos can be confusing, especially if they include fast-paced visuals or sound effects that can take away from the language learning experience.</p>	<p>Technical issues: technical issues such as slow internet connection, buffering or audio problems may affect the quality of the video and make it difficult for students to focus on the language content.</p>

Overall, while various videos can be valuable tools in foreign language teaching, it is significant for teachers to be aware of their limitations and to use them relevantly to support their students' learning goals and requirements. It is also essential to balance the use of video with other teaching methods providing opportunities for interaction, communication, and language production.