

Boosting of students' motivation by using audio-visual means

Language learning is a complex process that is influenced by many factors. One of the most important factors among them is motivation. Motivation is a psychological factor that leaves a significant impact on the process of mastering a new language. One of the main tasks of the instructor is to create conditions for the development and maintenance of positive motivation among students. Among various motivational tools, audiovisual materials are considered effective means in stimulating and facilitating the language learning process. Based on this, the paper is devoted to the question of students' motivation with the help of video materials.

Keywords: audiovisual materials, language learning, motivation.

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Підвищення мотивації студентів за допомогою аудіовізуальних засобів

Вивчення мови є складним процесом, на який впливають багато факторів, причому одним із найважливіших серед них є мотивація. Постульовано, що одним із головних завдань викладача є створення умов для розвитку та підтримки позитивної мотивації у студентів. Доведено, що серед різних мотиваційних інструментів аудіовізуальні матеріали є ефективними засобами стимулювання та полегшення процесу вивчення іноземної мови. Статтю присвячено розгляду ефективності аудіовізуальних засобів у формуванні як рецептивних, так і продуктивних мовних навичок та вмінь.

Ключові слова: аудіовізуальні засоби, мовне навчання, мотивація.

Introduction

Motivation is the basic or one of the main components of the structure of educational activities. It is a combination of systems of psychologically diverse factors that determine the behavior of a human being. The most important factor in learning a foreign language is precisely motivation that is aimed at a detailed study of the language, the desire of a student to deepen or improve the knowledge of a foreign language.

The **topicality** of this paper is conditioned by the fact that among a great amount of ways to motivate students to study foreign languages instructors usually fall at a loss to select the most appropriate one that would meet the needs of their students best of all. Among various traditional (positive atmosphere in the

lecture room, trustful student-instructor relations etc.) and modern (present-day technologies, internet resources, Power Point presentations etc.) motivational tools audio-visual materials still play a crucial role in boosting students' motivation for building different language skills.

There is a widespread belief that integration of media such as movies, TV programs and so on is mainly beneficial for listening and speaking skills. There are only a few articles and studies about the integration of motion pictures into writing and reading classes. Accordingly, **the aim** of this paper is to examine the most effective ways to motivate students with the help of video materials for the improvement of both receptive (listening and reading) and productive (speaking and writing) skills.

1. Three main sensory receivers

There are three basic modalities of receiving and absorbing information: visual, auditory and kinesthetic. Visual-spatial students take in information by visualizing a concept in general: they learn and remember best through visual communication (whiteboards, projecting maps and images, photos etc.). Auditory students, on the contrary, soak up the information they hear and remember up to 75 percent of it. Finally, kinesthetic students absorb information through physical sensations and experiments: they need to get involved in an action to receive and keep in mind new information.

The benefit of video materials for visual students is evident. However, audio visual materials also benefit the auditory students, since they include sound and language. They can also provide demonstrations, which are useful for kinesthetic learners as well: based on them students set performances, socio-dramatic plays etc.

In fact, all students, regardless of the prevailing modality, benefit from tasks that contain video materials. People mostly remember:

1. 10 percent of what they read;
2. 20 percent of what they hear;
3. 30 percent of what they see;
4. 50 percent of what they hear and see [2, p. 7–8].

Video is a type of multimedia that transmits information through two sensor channels: auditory and visual. It often contains several presentation modes, such as verbal and illustrated images, displayed in a text, on the screen and in captions [4, p. 24].

This variety means that video transmits the same information to students through mutual modalities and can provide students with "multi-sided reception of the material". The value of these forms of transforming information (image, sound) is beneficial to students because they have the opportunity to learn through verbal and visual communication, see real objects and realistic scenes, see the sequence of events and observe all that is difficult or impossible to see in

real life. Accordingly, each type of communication provides students with additional information, thus increasing the possibility of acquiring and mastering the new material.

2. The influence of audio-visual materials on enhancing language skills.

The necessity of using an audiovisual materials-based teaching strategy at foreign language classes is hidden in the fact that video can be used to reveal the interrelation between images, motions and sound. Different studies reveal that the combination of the sound with images and texts boosts the process of mastering a new material, rather when we rely on an isolated system. [1, p. 6]. Accordingly, video materials enhance not only students' receptive (listening and reading) but also productive (writing and speaking) skills:

I. Listening skills

While practicing listening, it's important to keep students' attention for a long time, to listen to long dialogues without any visual assistance. Videos can provide listeners with much information and keep their attention on the audio material. Authentic video materials can create realistic environment and stimulate interest in language learning, improve students' linguistic competence. Videos enhance oral perception of the language, they introduce the culture of the target language.

Here is an example of a lesson that can be used to create a lesson that will boost students' listening skills.

Pre-listening:

- One of the main tasks of the instructor is to motivate students, to arouse their interest and curiosity before starting to watch the video material.
- Listening to a short fragment of a video material at the lesson is a complicated and unnatural process. Hence, instructors need to choose tasks that will help students to understand the text by shifting the listening lesson into more natural environment.
- It's important that instructors introduce new words and word combinations, and grammar used in the given video fragment before students start to listen.

While-listening:

In order to reach the goal, students watch the video fragment several times.

- The first tasks must be done without difficulty. They should help students to get general idea of the text.
- The second and third listening tasks demand a detailed understanding of the text.

Post-listening:

Participants discuss the video fragment and analyze new word combinations, speech patterns and grammar.

II. Writing skills

Masielo considers that implication of audio-visual materials in language learning process in general and creating writing skills in particular can help students to generate thoughts on specific topics: thus, students create more productive works. Moreover, while watching the video fragment attentively, students learn “to watch”, that is to analyze and search for new ideas for writing essays. [3, p. 56–59]. It is well known that when writing an essay, critical thinking is essential, so video materials can be used to develop critical thinking of students, which will automatically be reflected in their works.

Here is another example of a framework that can be used to create a writing lesson based on video watching. The construction of a writing lesson is as follows:

Setting the objectives:

- to watch /listen to the information (e.g. advertisement) and transform it into a text,
- to write a vivid description by using specific and sensory details, which will stimulate readers’ imagination,
- to revise, redraft and improve students’ writing.

Pre-viewing:

On this stage students are introduced and motivated to the lesson.

They hold some discussion around the advertisement, the description used in them.

The instructor clarifies that describing is an effective strategy that can help to strengthen writing skills and make essays more interesting. It allows presenting certain types of information in an engaging way and keeps the reader’s interest throughout the text.

While-viewing:

- The first time the group watches the video with the sound off and notes down ideas what the advertisement is about, tries to imagine what is being said. The students compare their answers in pairs.
- Next time they listen to it with the picture covered. In pairs the students transfer visual images into a verbal form.
- For the third time the students watch the advertisement with sound and pictures. They focus on the key features; identify language points from the video. After getting acquainted with description elements, the students write a description of the image paying attention to the details, mode (objective/ subjective description discussed beforehand), vantage point (stationary/ moving vantage point) , and dominant impression.

Post-viewing:

The group discusses what happens when one of the key features is modified (details, mode, vantage point or dominant impression). For the sake of

experiment the students change the dominant impression of the video from, for example, funny and positive to sad and negative. It is particularly fun to work with opposites when changing the dominant impression.

Another way to use this framework is to explore the boundaries between various genres of writing: the students can be asked to turn their descriptions into narrations or arguments with the follow-up analysis of the changes, made to achieve the result. This activity is quite versatile when it comes to teaching the differences between the styles or strategies of writing.

III. Speaking skills

According to Sihem [5] students' speaking skills are significantly enhanced when based on audiovisual materials used at language classes. It is revealed that students are not confused or ashamed to express their thoughts before the whole class and they also listen to the opinion of other groupmates: they all get involved in a discussion. Audiovisual materials boost the imagination and creativity of students.

Here is an example of a lesson, which aims to enhance students' speaking skills based on video materials.

Pre-viewing:

On this stage, it is important to set the goal of the lesson. In order to encourage students to speak, the instructor can first show the photos of screen characters and ask them to guess if those are positive or negative characters. Some speech patterns or phraseological units which have already been learnt by the students are also used while discussion on this stage.

While-viewing:

The first time students watch the video fragment and discuss in pairs whose assumption was true. The second viewing is accompanied by drawing the students' attention to unknown phrasal verbs, idioms, colloquial words and slang used in that fragment. It is also important to stimulate correct pronunciation: intonation, logical pauses, stresses etc. With the help of different tasks the students try to understand native speakers' humor, jokes, which are mostly based on the play of words, so that later on they can use them in their speech.

Post-viewing:

One of the best ways to make students provide a conversation is starting a role play, where students are obliged to use new words, word combinations, speech patterns, as well as to mind their correct intonation. In addition, they watch the video with the sound off and recreate their own version of the fragment, not forgetting about the new vocabulary and grammar.

IV. Reading skills

1. As for reading skills, Terrell [6] underlines that the lesson based on video materials gives a valuable experience which cannot be gained under traditional learning conditions, limited by the student-instructor interaction.

Hence, video materials have a significant impact on the development of reading skills and reading comprehension.

Accordingly, audiovisual materials should be supplemented by literature, which further improves students' sensory perception. Today, the use of literature at English classes undergoes revival. The role of literature has been reevaluated and today literary texts are considered a source of rich linguistic information, an effective stimulus to express thoughts and ideas in a foreign language, a source of reading practice motivation. Literary texts can be studied in the original, in a simplified or abbreviated version. More and more works today are done especially for non-native speakers. Different types of literary: stories, poems, novels, plays, lyrics, etc., can be studied in or outside the lecture room.

Here is another example of a framework which is aimed at enhancing reading skills.

Setting the objectives:

- To watch a video fragment and to read the excerpt from the literary work (for example, an extract from "Harry Potter and the Philosopher's Stone" by Rowling J.K.)
- To motivate students to read.

Pre-viewing:

On this stage the instructor can show a picture or a small fragment and enquire if the students know who or what is depicted. The students are involved in the discussion; they try to predict which fragment of the movie is going to be displayed.

While-viewing:

After watching the video fragment, the instructor hands out the excerpt from the book and asks the students to compare the literary work with the film adaptation. Later on the students can express their viewpoints on the necessity of maintaining the original version of the book in film adaptations.

Post-viewing:

The instructor sets a home task to read another excerpt from the book, watch the corresponding video fragment and express their opinion about it.

3. Vocabulary build-up

Audiovisual materials play an important role in boosting students' motivation for vocabulary build-up with the help of regular revision. In fact language learning is directly connected with the revision of new words and word combinations. In order to accumulate and save new words in long-term memory, it is necessary to revise them regularly. For making this process more interesting and entertaining, it is recommended to find video fragments with 'active' vocabulary under study and thus to give breath to the learning process. Students should watch the same fragment with constantly increasing intervals until those phrases with the proper pronunciations are on the tip of their tongue.

To illustrate it, we picked Unit 4 from the “Practical Course of English. 2nd year” under the editorship of V. D. Arakin [8, c. 125–128] (a course book of schools of foreign languages in Ukrainian classical Universities) and checked all the ‘active’ vocabulary elements with the scripts of “Harry Potter and the Philosopher’s Stone” [7].

In the result, we have made the following findings:

Vocabulary notes:

1) to get

Petunia: Up. Get up.

The snake gets out of the exhibit, stopping in front of Harry.

He chases Harry and grabs him before Harry gets into his closet.

Harry grabs his broom and runs to get on it. Hermione stops him.

George: Our job is to make sure that you don’t get bloodied up too bad.

I’m going to bed before either of you come up with another clever idea to get us killed

You’ll get Gryffindor in trouble again!

2) to turn

Hagrid: It’s not every day that your young man turns eleven, now is it?

Ron: Fred gave me a spell as to turn him yellow. Want to see?

It will turn any metal into pure gold and produces the Elixir of Life, which will make the drinker immortal."

Quirrell turns around.

Quirrell turns back to the mirror and Harry’s scar hurts.

3) to keep

Percy: Gryffindors, follow me please. Keep up. Thank you.

Percy: This is the most direct path to the dormitories. Oh, and keep an eye on the staircases...they like to change.

Keep your broom steady, hover for a moment, and then lean forward slightly and touch back down.

You have to keep eye contact

Drinking the blood of a unicorn will keep you alive even if you are an inch from death.

Harry: My scar. It keeps burning.

4) to enjoy

As such, I don’t expect many of you to enjoy the subtle science and exact art that is potion making.

Hermione: I’ve always heard Hogwarts’ end of the year exams were frightful, but I found that rather enjoyable.

5) fun

Any funny business, any at all, and you won’t have any meals for a week.

Um Devil’s Snare, Devil’s Scare, it’s deadly fun...but will sulk in the sun!

Word combinations and speech patterns

Filch: Oh, for God's sake, pull yourself together, man. You're going into the forest, after all. Got to have your wits about you.

Petunia and Dudley giggle together. Harry comes into the kitchen, dressed in rags. I might have sat on it at some point!

Harry: I think if he'd had the chance, he might have tried to kill me tonight.

This set of examples shows that vocabulary building can become fun if it is learned with the help of video materials, and it can be kept in long-term memory, if reviewed regularly.

Conclusion

It's undeniable that in the 21st century audiovisual technologies are the integral part of the humanity. Based on this idea, audiovisual materials are vital for learning foreign languages, as they open vast possibilities for students not only to hear the elements of speech but also to observe visual elements. This fact facilitates the perception of information and promotes better understanding and memorizing the educational material. In addition, the use of audio visual materials contributes to language immersion, increasing the effectiveness of the whole learning process.

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