Use Of Audio Media And Films In Teaching English

Utashev Kuldash Xapizovich
Tashkent State Transport University,
Faculty of Automobile Transport Engineering

Annotation: The utilization of audio media and films in the instruction of the English language to students has proven to be highly effective. By incorporating these multimedia resources into the classroom, educators can enhance the learning experience and promote language acquisition dynamically and engagingly. Audio media, such as podcasts and recorded dialogues, allow students to improve their listening and comprehension skills. Additionally, films offer visual context and cultural insights, allowing learners to develop their vocabulary, grammar, and pronunciation in a more authentic and contextualized way. Moreover, the use of audio media and films can foster students' motivation and interest in learning English, as they provide a break from traditional teaching methods and offer a more interactive and immersive learning environment. Overall, integrating audio media and films in English language instruction is a valuable tool that enhances students' language proficiency and promotes a deeper understanding of the language and its cultural nuances.
Keywords: Film, video, to watch, to listen, impression, to react, expression, to show.

Using films as a teaching tool for English language learners at a higher level has proven to be beneficial in many ways. However, the question arises whether this method can also be effective for students at a lower level. Initially, I believed the answer was "NO" due to the length of movies, fast-paced dialogues, and the complexity for elementary students. Yet, after experimenting with near-pre-intermediate level students, including college teachers and Uzbek students facing challenges in English speaking and listening, I was pleasantly surprised by the positive outcome. Traditional English learning methods rely heavily on books, but incorporating videos as an additional resource sparked interest among students. I carefully selected simple films featuring aeroplanes, trains, automobiles, and humorous stories of American travellers. Despite the rapid conversations in the films, students found them easy to follow, boosting their confidence in language acquisition. Exposing students to various jargon used in official English through films can be beneficial. This approach can be applied to a wide range of films to enhance language learning experiences.

Comprehension exercises:
The students gradually gained understanding through practical exercises. Initially, they were curious about the restriction on listening, but as they engaged in language learning activities, they comprehended the purpose. Once I clarified the rationale, they attentively listened to the dialogue and willingly resolved any difficulties. This paved the way for intriguing discussions on their observations, and when they heard the conversation, they shared insightful ideas that were worth elaborating on. Ultimately, their listening comprehension skills were bolstered, instilling them with confidence.

Vocabulary practice activities:
The film presented an excellent chance to expand one's vocabulary by incorporating words from the movie. Another approach is to engage students in a discussion about the video before the lecture. To ensure an effective lesson, I advised him to jot down words associated with emotions, for instance, and highlight them when encountered during the movie. Additionally, numerous negotiation scenarios arose.

Another intriguing aspect was that, while watching the film, they would record the actors' actions using verbs and quiz each other on unfamiliar words.

Dialogue:
A couple of discussions throughout the movie will suffice for practising vocabulary. In every instance, the students either viewed the film initially and made a general assessment of the scenario,
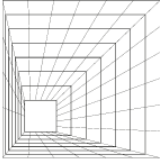
or they listened attentively and jotted down important words. Subsequently, they examined a transcript of the conversation or I tasked pairs of students with recording their partner's lines. The students revisited the dialogue for further comprehension and vocabulary acquisition. Additionally, we focused on intonation and stress in speech.

Continuous exercises:

Ongoing practice sessions were primarily utilized to enhance comprehension and involve students in the lesson throughout six weeks. Students' frequent retelling and discourse of narratives help solidify the links between them. Through composing brief summaries of each segment, they will develop a comprehensive grasp of the story. This will allow us to revisit newly acquired vocabulary outside of the video lesson.

Cultural news:

It will be an exciting cultural update for Uzbek students who have not travelled outside of Uzbekistan. These movies offer valuable insights into Thanksgiving and the American way of celebrating it, along with showcasing hotels and restaurants in America. For students who are unfamiliar with airports and credit card usage, this content proves to be highly informative, offering a glimpse into American airport settings and guidance on navigating the credit card system.

Put together.

In the classes, we opted to watch movies instead of doing separate exercises. The dialogues and vocabulary they had learned proved to be beneficial in comprehending the film, and it was evident that the students were thoroughly enjoying themselves. While watching the movie, most of them were able to reinforce their knowledge of dialogues and keywords.

It is important to note that not everything in the film was designed to ensure complete understanding for the students. Many of the dialogues were included specifically for language learners, and some exercises did not involve dialogue or listening. The film played a significant role in expanding their vocabulary, predicting ideas, and engaging in exercises.

Admittedly, some of the films were not suitable for English learners at a lower proficiency level. However, the action, mystery genre, and humorous situations depicted in the films managed to captivate the interest of English language learners.

Essay writing process:

The process of composing an essay involves various stages that contribute to the development of language skills and communication abilities within a social context. Through classroom interactions, students engage in activities such as brainstorming, planning, drafting, revising, and seeking feedback to enhance their writing proficiency. By following these steps, learners can adopt the Bruffee approach, which emphasizes descriptive and argumentative writing in English at an advanced level.

Classroom Activities:

Collaborative Learning. Studies indicate that engaging students in group work enhances their cognitive abilities and their overall engagement in the lesson. Typically, I divide the class into four or five groups, ensuring that each group consists of at least five or six students. A designated student from each group provides updates on the group's progress. Additionally, on a regular basis, representatives from each group present their essays to the class, while other group members offer constructive feedback on the content.
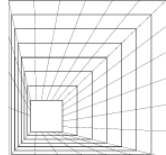
Read the essay aloud:

Each group then selects one or two students' essays as examples. It includes three processes.
1. General impression
2. Objective description
3. Discuss the situation
In the first step, students are assessed by answering the following questions:
- What the student wrote about.
- Is the information interesting?
- Are the times given in order?

- Is there a logical connection?
- Is the evidence close to the truth?
- Was the student able to write the sections in an effective spirit?
- How do you evaluate the potential of the essay?

At the next stage, students are assessed rhythmically by the organization for technical errors and sentence structure. Here is the verification form for the second step.

Organization:
- Is the purpose of the essay fully stated in the introduction?
- Are the sentences in each section written in full?
- Are there connections between sections and ideas?
- Is the goal re-emphasized in the conclusion?
- Is it possible to accept the conclusion?

Sentence structure:
- Is the sentence structure and punctuation separated?
- Do the sentences make sense to each other?
- Are the sentences similar?
- Are the sentences free of logical defects and technical errors?
- Is the structure of the sentences different?

Diction:
- Are the words correct?
- Are the words used correctly?
- Can it attract the attention of the student?

Similar evaluation provides students with an analysis of their essay's quality, points out errors and weaknesses, highlights key issues, and offers recommendations for revisions. By going through these steps, students can engage in meaningful discussions about the essay's significance. Currently, they are focusing solely on the essay's concepts, discussing the subject matter, and enhancing their critical thinking abilities. The assignments involving reasoning include multiple questions.

Does money solve everything?
- Are men superior to women?
- Will crimes be prevented only if the laws are strict?
- Should entertainment films be shown only on weekends?
- Is technology more important than humanity?

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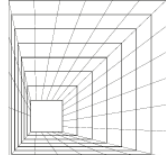
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