



Using authentic video for language skills development

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ABSTRACT

The article covers some aspects of using video materials in teaching English as a foreign language. At every stage of practical training there is a significant set of tasks that ensure successful perception of foreign language by students, which increases their motivation to study a foreign language. Video material as a model for imitation, stimulates interest, expands the knowledge of students about linguistic and cultural characteristics of the target language, and also provides effective material for the subsequent discussions. The use of video in teaching a foreign language opens up wide opportunities for the teachers and students to master the foreign language culture. Video materials take precedence over audio and print resources.

Visual information allows better understanding and reinforcement of factual information and linguistic features of speech, since visual support contributes to a complete and accurate understanding of meaning by activating attention and memory, promoting development of listening and speaking skills.

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Тил кўникмаларини ривожлантиришда аутентик видеоматериаллардан фойдаланиш

АННОТАЦИЯ

Калит сўзлар:

Чет тили

Ахборот

Аутентик видео

Аутентик материал

Мулоқот

Фрагмент

Ёндашувлар

Ушбу мақолада инглиз тилини чет тили сифатида ўқитишда видео материаллардан фойдаланишнинг баъзи жиҳатлари кўриб чиқилган. Амалий машғулотларнинг ҳар бир босқичида талабаларнинг чет тилини муваффақиятли қабул қилишини таъминлайдиган муҳим вазифалар тўплами мавжуд бўлиб, бу уларнинг чет тилини ўрганиш

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мотивациясини оширади. Видео материаллар қизиқишни уйғотади, нутқ намунаси бўлиб хизмат қилади, ўқувчиларнинг таржима қилинадиган тилнинг лингвистик ва маданий хусусиятлари ҳақидаги билимларини кенгайтиради, шунингдек, кейинги мунозаралар учун амалий материалларни тақдим этади. Чет тилини ўқитишда видеодан фойдаланиш ўқитувчилар ва талабалар учун чет тили маданиятини пухта эгаллаш учун катта имкониятлар очиб беради. Видео манбалар аудио ва босма нашрларга нисбатан кўпроқ маълумот узатиш хусусиятига эга эканлиги ёритилиб берилган.

Визуал маълумот нутқнинг аниқ маълумотларини ва тил хусусиятларини яхшироқ тушуниш ва мустаҳкамлашга имкон беради, чунки визуал қўллаб-қувватлаш маънони тўлиқ ва аниқ тушунишга ёрдам беради, диққат ва хотирани фаоллаштиради ва тинглаш ва нутқ қобилиятларини ривожлантиришга ёрдам беради.

Использование аутентичного видео для развития языковых навыков

АННОТАЦИЯ

Ключевые слова:

Иностранный язык
Информация
Аутентичное видео
Аутентичный материал
Коммуникация
Навыки
Фрагмент
Подходы

В данной статье рассматриваются некоторые аспекты использования видеоматериалов при обучении английскому языку как иностранному. На каждом этапе производственной практики существует значительный набор задач, обеспечивающих успешное восприятие иностранного языка студентами, что повышает их мотивацию к изучению иностранного языка. Видеоматериал стимулирует интерес, является образцом для подражания, расширяет знания учащихся о языковых и культурных особенностях изучаемого языка, а также предоставляет действенный материал для последующих дискуссий. Использование видео в обучении иностранному языку открывает широкие возможности для учителя и студентов в овладении языком и иноязычной культурой. Видео ресурсы имеют приоритет над аудио и печатью.

Визуальная информация позволяет лучше понять и закрепить фактическую информацию и языковые особенности речи, поскольку визуальная поддержка способствует полному и точному пониманию значения, активизируя внимание и память и способствуя развитию навыков аудирования и говорения.

INTRODUCTION.

Language is the most important means of communication without which a human society cannot exist and develop. At the current stage of social development, the study of a foreign language is a special case. The teacher should use non-standard approaches to form

a stable positive motivation of students in relation to a foreign language, and to achieve the most optimal level of mastering the educational material (including new techniques and methods of teaching the foreign languages) in the teaching process, and address new technical teaching aids. The use of modern educational innovative technologies is essential for teaching a modern student, his/her intellectual, creative, moral development.

With the spread of the communicative approach, the concept "authenticity" entered the methodology of teaching a foreign language in order to bring the learning process to natural communication as close as possible. Pedagogy has become a long and tortuous path in the study the ways and methods of effective teaching the foreign languages, based on the achievements of technical progress, logic, semiotics and psychology. The relevance of the topic choice is determined by changes in teaching priorities, which implies the use of audiovisual teaching methods. Despite the fact that it is still impossible to guarantee the absence of the problems associated with their use (such as the lack of the required technical equipment, the inability of many teachers to work with modern equipment), the attractiveness of working with authentic video materials is obvious. They immerse students in a natural language environment contribute to the intensification of learning, stimulate speech-thinking, cognitive and creative activity of students.

In this regard, the purpose of the study is to identify the possibilities and determine the ways of using authentic video materials of a regional nature to develop the language skills of students.

To achieve this goal, the following tasks were identified:

–To study the concept "authenticity" and the related concepts of "authentic texts" and "authentic video materials" from the point of view of psychology and the methods of teaching a foreign language;

- Provide theoretical material on the benefits of using authentic video materials and their impact on the development of language skills;
- Provide theoretical material on possible classifications of video materials;
- Describe the advantages of working with a video blog and indicate its features;

MATERIAL AND RESEARCH METHODS.

To solve the set tasks, the following research methods have been used: Theoretical methods: comparison, the study of literature and Internet resources on this topic; empirical methods: observation and testing of a pedagogical experiment according to a specially developed program. Experimental methods: ascertaining, forming and controlling the experiments, as well as processing the statistical data.

The video allows teaching foreign language communication, taking into account various sociolinguistic factors presented with the help of visual information and in many ways determining the nature of the speech statements of the communicants, namely: their social status, the nature of relationships, etc.

That is why a new milestone in the history of teaching has become the use of authentic audiovisual forms of teaching, combining visual and auditory perceptual components. For these purposes, authentic materials are of great importance - video films and various video materials. Information and communication technologies of teaching in English lessons are an effective pedagogical tool for studying a foreign language culture and forming communication skills. The use of ICT contributes to the acceleration of the learning process, the growth of students' interest in the subject, the improvement of the

quality of the assimilation of the material, allows the individualization of the learning process, which will certainly increase the effectiveness of learning. It is assumed that a video material is any video product recorded on electronic media (or reproduced through the Internet), combining a visual and audio series characterized by the situational adequacy of the language media, the nature of lexical filling and grammatical forms. According to the modern approaches to learning, a person should actively and willingly be ready to receive information himself/herself, interacting with his/her environment. This is much more interesting than waiting for the moment when information will be transmitted directly to him/her.

In modern learning environments, students must interact with authentic activities and materials that reflect the real life. Because authentic materials include real-life challenges and complexities, they provide students with real-life experiences. In addition, students collaborate and communicate with friends, parents or more advanced people such as teachers in school and out-of-class settings. Consequently, they continue to study both at school and outside. The practical significance of the work lies in the development of teaching materials using authentic video materials in order to develop the language skills of students.

In foreign literature for authentic materials there is a concept of "real texts", which means the materials created for native speakers [16, p. 118]. Authentic materials, if used correctly in teaching, can improve knowledge of a foreign language, despite the fact that they are not specifically designed for teaching a foreign language [12, p. 330].

Turning to the interpretation of the concept of authentic material, we can see different approaches. Foreign scientists have widely considered this phenomenon. For example, I.M. Andreasian states that "The video film has a rather strong emotional impact on students, affects the formation of a personal attitude to what they see. Another approach was proposed by D. Nunan and Ronald Carter, defining authentic materials as ordinary texts, not specially prepared for the purpose of language learning [13, p. 178].

Supporting his position, Robert Jordan gave a similar definition of an authentic text as a text not specially developed for pedagogical purposes [17, p. 11].

According to J. Gephhardt's definition, authentic materials include anything that is used for communication. They can be presented in the form of newspapers, magazines, television or radio programs, films, songs, advertisements [15, p. 10]. "Authentic material is not intended for educational purposes and is not adapted to the needs of students, taking into account their level of language proficiency. It reflects the national characteristics and traditions of the construction and functioning of the text" [1, p. 34]. "Authentic" is often used as a synonym to the words "documentary", "real", original. This concept is opposite to the concepts "produced", "fabricated", "fake" [5, p. 7]. Most of the materials used in the process of teaching a foreign language must be authentic [9, p. 83]. Therefore, it is obvious that it is impossible to completely refuse the work with inauthentic materials in foreign language classes [10, p. 149].

All authors distinguish authentic materials and, in particular, texts, into a special layer of material, not developed for pedagogical purposes and reflecting the current norms and provisions of the language, its modern stage of development.

In this work, by authentic video material we mean video recordings (combining visual and sound sequences) intended for native speakers, which contain linguistic and

extra-linguistic information in the spheres of society related to any human activity and show the functioning of language as a means of communication in a natural environment.

When we talk about the use of video materials in teaching, it should be noted that authentic video materials arouse interest among students due to their stylistic genre education. At the same time, no other materials can give such a complete picture of the socio-cultural reality of the country of the target language and demonstrate the combination of verbal and non-verbal codes of foreign language communication. Authentic content helps to broaden the horizons of all students in schools, philological and non-philological schools.

The potential for learning with authentic videos in a communicative approach to language teaching is clear. Of all the available means, authentic video materials provide the most accurate display of speech, since the speaker's speech is closely related to a certain linguistic situation, and its communicative element is complemented by a number of visual encoded non-linguistic characteristics (posture, facial expressions, gestures) [11, p. 92]. It is believed that the use of video materials in the classroom can increase the motivation of students to learn, as it can confront them with a wide range of situations that can help them understand similar situations in real life and learn to apply them.

There are several advantages of using authentic language learning and teaching videos. First, they can provide video examples for students on how to communicate in real life situations, showing them ordinary people and the problems that students may face in everyday conversation [20, p. 309]. Second, authentic videos can help the student to focus on the language skills they really need and ignore the skills they might not need for work or study. In addition, authentic materials can reinforce learning strategies that can be used in different situations in the end. Those students, who study independently, as a rule, have knowledge of what language learning strategies they can use best of all. The visual content of videos can facilitate comprehension and understanding for language learners in an ideal visual context, making such materials to be effective language tools. It is also argued that videos offer various methods and resources for teaching a foreign language, helping students improve their listening and communication skills [19, p. 50].

In general, the following advantages of using authentic video can be highlighted:

1. Attracting the increased attention of students to the studied language;
2. Increasing motivation to learn a foreign language [22, p. 39];
3. Providing the teacher with a huge layer of material for teaching speaking and vocabulary, developing listening skills [21, p. 146];
4. Providing students with the information about the culture of the country of the target language;
5. Immersion in the language environment and life of the speakers of the target language [14, p. 40].

Video clips can have a strong emotional impact on students, which in turn affects the formation of a personal attitude to what they see. Another advantage of a video clip is the immediacy of the image of reality, where a special attention is paid to the special manner of communication of the presenter with the audience (on TV show), the use of large or long-range shots of the plan, the use of special effects, unobtrusive presentation of information, colorfulness, the presence of a background music. During the contact with the setting on the screen, conditions are created that are closest to natural ones, and the student is immersed in a natural language environment, namely in a set of linguistic and

non- linguistic conditions that reflect the life, history, culture and traditions of native speakers.

Authentic video materials help to form the socio-cultural competence of a student, promote memorization of the material, accompany emotional assessment, and allow diversifying educational activities with the help of visual and auditory support [8, p. 67]. At present, there is a huge amount of video materials that can be viewed and used in the English lessons. They can be represented by commercials and interviews with famous people, and cartoons, stories from world films, fragments of news and television programs. In the scientific and methodological literature, there is no strict classification of video materials. However, taking into account the technical criterion, we can distinguish the following types:

1. Video recording, (i.e. materials recorded on an information medium);
2. Materials that are directly broadcasted.

Thanks to modern technologies and the Internet, almost any information can be found on the global network and recorded on a carrier. A special layer of means of teaching English is educational video materials. They consist of small episodes and have additional didactic material. According to B. Tomalin, there are two types of educational videos:

1. Directly teaching the language;
2. Acting as an additional source for language learning.

For the educational material of the first type (directly teaching the language), teaching "straight from the screen" is characteristic, where the leader, performing the role of a teacher, demonstrates patterns of structures. The role of the teacher in this case is to improve the skills and abilities of the trainees with the help of the teacher's book and other aids.

Videos of the second type (additional source for learning) contain more cognitive information that shows how the language is used at different levels. They usually are represented by episodes unrelated to the content, where the degree of complexity and speech functions are taken into account.

From the point of view of methodology, an educational film (video) is an audiovisual teaching tool specially prepared in a methodological and directorial plan, designed to create natural situations of verbal communication and possessing a great power of emotional impact on students through the synthesis of the main types of visualization (visual, auditory, motor, figurative, extra-linguistic, etc.) [3, p. 30 - 35].

Authentic videos offer a greater variety of language and speech patterns, including various linguistic differentiations such as regional accents, common and special vocabulary, idioms. Moreover, they are used in a real context, exactly as native speakers use them. They provide ample opportunities for mastering a foreign language culture.

At the same time, these videos are focused to the learners with good language skills, and are not suitable for the beginners to learn the language. For this category of students, these videos present significant difficulties associated with the speed of speech, its individual typological characteristics, dialects, features, background noise, etc.

Authentic video materials have various methodological features. According to the criterion of genre and thematic orientation, they can be divided into 3 groups:

1. Entertainment programs (dramatic works of all kinds, shows, "music" videos, sports and entertainment programs, etc.);

2. Programs based on factual information (documentary videos, TV discussions, etc.);

3. "Short programs" lasting from 10 seconds to 10-15 minutes (news, weather forecast, results of sports competitions, advertisements, etc.)

Demonstration of videos belonging to any of the above categories is of great importance in the process of teaching the foreign languages. While viewing such video materials, auditory-visual synthesis occurs, as well as the simultaneous transmission of sound and image. This, in turn, contributes to the development of skills and abilities of listening comprehension and stimulates oral-verbal communication of students, which takes place in the form of expressing one's own opinion, attitude, searching for arguments and evidence. Practice shows that the student remembers what he/she hears and sees better than what he/she just hears.

The criterion for the first group is the channel of receipt or perception of information:

1. Authentic video materials (visual perception of information): table, graph, diagram, map, letter, printed text;

2. Authentic audio materials (audible information): audio recordings of poems, stories, songs, fairy tales, rhymes, dialogues, excursions, radio broadcasts, CDs with recordings, etc.;

3. Authentic audio and video materials (visual and auditory perception): videotapes or other digital media with recordings of TV programs and video materials, films, CDs.

The criterion for the second group is the type of the video material:

1. Authentic (videos created by native speakers and not intended for educational purposes);

2. Educational (artificially created video materials for solving certain educational problems);

The criterion for the third group is the nature of the information:

1. Functional materials (everyday use): signs, diagrams, maps, labels, price tags, programs, posters, instructions, announcements, advertisements, inscriptions, signs (i.e., everything that carries functional information - advertises, explains, instructs, warns);

2. Informative materials: abstracts, curricula, lectures in a foreign language in the recording, reports, messages, interviews, tests, diagrams, comments, announcements, polls;

3. Anthroponomical materials (sources of historical information): newspapers, books, subject visualization, films, etc.

The criterion for the fourth group is the presentation means:

1. Authentic materials presented with the help of technical teaching aids: video materials (TV programs, programs, etc.), computer programs, overhead projectors with diagrams, maps, slides, Internet resources, etc.;

2. The rest of the materials presented without the use of technical teaching aids;

The criterion of the fifth group is the purpose of using in the educational process:

1. Materials intended for teaching communication (mostly formal and informal dialogues): interviews, polls, telephone conversations, etc.;

2. Materials intended for the creation of background knowledge (socio-cultural, linguistic and cultural, cultural): video materials, newspaper texts, maps, etc.;

The criterion of the sixth group is the role in the educational process:

1. Basic materials that can form the core of the educational topic, for example, texts;
2. Additional materials: diagrams, graphs, statistical tables, etc.;
3. Accompanying materials that do not need the teaching materials and are used as applied: videotapes, DVD-disks, CDs, texts, newspapers, magazines.

To make the process of teaching the foreign languages with the help of video materials effective, a systematic and rational use of video in the classroom is necessary.

The successful use of video is guaranteed at almost all stages of the process of learning a foreign language. The video can be used in teaching all types of speech activities, especially when teaching listening and speaking.

If we turn to the development of students' language skills (lexical, listening, speaking), we will see that authentic video materials can fully contribute to their development.

Firstly, the video helps to form and improve the auditory-pronunciation skills while watching a video fragment where phonetic exercises are used.

While watching an authentic video, phonetic norms are memorized at a subconscious level, and attention is concentrated on differences in pronunciation norms of the English and American languages, regional accents and dialects [4, p. 70 - 73]. Secondly, the specificity of video clips is that watching a video clip makes it possible to combine visual and sound images in certain situations. The teacher can offer students a situation in which they, independently or with the help of the teacher, can find themselves in the role of active participants in the communication process. The relevance of using videos in the training process is that it contributes to the personal development of students, provides links between practical studies and real life, and helps to balance actual knowledge and practical skills. Psychologists say that it is the use of audio and video clips in the educational process that significantly improves the results and much more encourages students to communicate in a foreign language.

Concentrating on the formation of a phonetic skill, we must take into account that it involves the restructuring of the usual articulation based on the establishment of similarities and differences in the pronunciation of sounds in the native and studied languages, the formation of phonemic hearing, as well as mastering the technique of pronouncing foreign sounds in a word, word combinations, sentences and in the speech while speaking and reading [2, p. 40].

When watching video fragments, students see how words are pronounced, observe articulation and assimilate it unconsciously. This happens because the viewer does not only hear, but also sees how one or another word is pronounced by a native speaker, a phonemic perception is formed. The visual part also helps the development of language guessing. The vocabulary that a person can learn when watching a video is also important.

It is known that if we say that a person knows a word, then he/she knows its form, its meaning and use. Videos cover all these components. For instance, a person hears a word, he/she understands the context in which it is used, he/she can often see what this word means (if it means an object), and can see the ways of interacting with it. It is very convenient to introduce new vocabulary or reinforce what you have already learned using video clips in general.

The lexical and phonetic side of language learning contributes to the development of speaking skills. A student who constantly immerses him/herself in the linguistic environment of the language being studied, sees and hears what the native speakers of this

language say, begins to adopt certain lexical units into his/her active vocabulary, subconsciously reproduces the speech constructions heard, copies intonations, tones and accents of speakers. Subsequently, the speaking skill can be developed with oral assignments at the post-viewing stage of working with video clips for consolidation.

Taking into account the fact that for the successful development of language skills, a mechanism is required that prompts the visual and auditory centers of a person to action, which in turn affect the process of assimilating and memorizing information and material, we can argue that video materials just meet such requirements [7, p. 15].

Before using authentic videos in the process of studying the English language by the students, the teacher needs to carry out a preparatory work, namely:

1. Divide the video into logical episodes (if it is too long);
2. Optionally, create scripts for episodes;
3. Define lexical units and grammatical phenomena that students must master;
4. Focus on the sociolinguistic material that must be learned from the selected fragment and determine the socio-cultural context of its use;
5. Select texts for additional reading, from which students can get this or that information similar to the content of the video [7, p. 16]...

The experience of teaching English has shown that an important role is played not only by the preparatory work of the teacher for the use of an authentic video plot in practical classes, but also by the activities of the students themselves in oral communication in a foreign language. Students watching an authentic video without pre-developed special tasks cannot have a positive effect on the formation of a foreign language communicative competence.

Watching video clips is closely related to developing listening skills. Listening skills are based on such mental processes as listening and recognizing speech, attention, anticipation (anticipation or probabilistic forecasting), semantic guessing, segmentation of the speech stream, informative analysis based on the isolation of units of semantic information, final synthesis, involving various kinds of compression and the interpretation of the perceived message [6, p. 91-94]. The same mechanisms of audio perception are used when viewing video fragments. Visual information makes the work of perceiving information easier in line with the semantic guess. This means that the chance of understanding the meaning of what was heard increases. Subsequently, it becomes easier to return to performing listening tasks in a pure form. Experience in teaching English has shown that an important role is played not only by the preparatory work of the teacher for the use of an authentic video in practical classes, but also by the activities of the students themselves in oral communication. Students watching an authentic video without pre-developed special tasks cannot have a positive effect on the formation of a foreign language communicative competence.

CONCLUSION.

The use of the authentic video material in foreign language lessons is necessary and carries a number of advantages and features. The biggest advantage of using authentic video materials is that they develop all four types of speech activity (reading, speaking, listening and writing). Video fragments also have psychological impact on students. They are able to control the attention of each student or a group, influence the volume of long-

term memory or increase the strength of memorization; they can have an emotional impact on the students, increase the motivation for learning.

It cannot be denied that authentic video materials contribute to the intensification of the educational process and create favorable conditions for the formation of the communicative (linguistic and socio-cultural) competence of students.

Authentic video materials are as close as possible to linguistic reality and therefore their use in foreign language lessons is more than conditioned. No other materials can give the same complete picture of the socio-cultural reality of the country of the target language and demonstrate the combination of verbal and non-verbal codes of foreign language communication.

Video materials can be divided into six groups, highlighting the following criteria: channel of receipt or perception of information, type of video material, nature of information, presentation means, purpose of use in the educational process, role in the educational process. We can also use lexical exercises, such as predicting words and phrases that will be uttered by the characters in the video, correlating adjectives written on the board or on a card with a particular character in the video episode. Video can be a good stimulus for both oral and written expression. Students can be offered the following types of tasks: writing an imaginary biography of one of the characters in the video episode; presenting the video episode in the form of a letter to a friend; compiling a sports observer based on viewing a news release and filling out a table, and others.

Working with authentic video material is always a very productive and interesting form of work for students, since it involves creative notes, which increases the motivation to work in the lesson.

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