

into the English classroom is a challenge most language teachers must face.

Before the students are exposed to the movie, there are some things teachers should consider: language level and social maturity of the students, focus on the language first and culture second, or the opposite.

As for techniques, there is also a limited number of those: sound off/vision on (silent viewing), sound on/vision off, pause/freeze-frame control, sound on/vision on.

Well developed, planned and graded video lessons should consist of three stages, which are: pre-watching (tune in), watching and post-watching.

Pre-watching stage means that students are gradually guided and involved in the plot, the characters and the setting of the film. They can be led at this stage by prediction based activities, brainstorming speculation patterns with the aid of visual aids such as pictures, vocabulary with words and expressions from the story or just through questions related to the main topic.

At the watching stage, there is more thorough work on the plot and the characters. Students are exposed to a variety of activities such as problem solving, filling blanks, multiple matching, ordering events, true and false, or comprehension questions. The main aim at this stage is to exploit the film at its best profiting from the wide variety of idiomatic expressions, collocations and slang that the students will encounter in real life.

The post-watching stage is considered to be the follow up one where the film plot is used together with the lexical terms by making students either role-play the best parts or by organizing group debates based on the moral of the plot. Furthermore, a written homework assignment may be set asking students to describe their favorite character at lower levels or writing a film review at higher ones.

To conclude, variety, dynamics and creativity are the essential elements needed to create profitable video lessons while bringing movies into today's classrooms.

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### **STAGES OF TEACHING ENGLISH ORAL INTERACTION WITH AUTHENTIC FEATURE VIDEofilms**

The paper explores the problem of teaching oral interaction third year students of Philological faculties. We consider *oral interaction* as a process of face-to-face verbal and nonverbal communication of two or more participants who act according to the cultural norms and rules adopted in British culture. These are authentic feature films that present authentic true-to-life situations and allow to form verbal components of oral interaction in integration with nonverbal components united in audio and video information on the screen.

The suggested six stages of teaching English oral interaction with authentic feature films (Bychkova 1999) are completed with special exercises for teaching verbal and nonverbal behavior used hierarchically. *Stage One.* Providing social, cultural and linguistic orientation with presentation of a small amount of unknown words, word combinations and nonverbal elements. *Stage Two.* While-viewing initial reception and adoptive synchronized familiarization of students with some selected unknown words, word combinations and nonverbal elements. *Stage Three.* Teaching

listening and visual comprehension on the basis of an excerpt. *Stage Four*. While-viewing an excerpt reproductive / productive communicative exercises. *Stage Five*. Post-viewing an excerpt reproducing / productive communicative exercises. *Stage Six*. Post-viewing several / all excerpts productive communicative exercises. Methodological recommendations in the context of a six-stage approach to video-based lesson planning are included.

The process of teaching English oral interaction with modern authentic feature films according to the suggested six stages help organize the process of teaching oral interaction effectively and provide opportunities for students to develop the skills they need for successful oral verbal and nonverbal interaction.

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### MODERN TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

Recent years have shown an explosion of interest in using computers for language teaching and learning. A decade ago, the use of computers in the language classroom was of concern only to a small number of specialists. However, with the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world.

With recent advances in multimedia technology, computer-aided language learning (CALL) has emerged as a tempting alternative to traditional modes of supplementing or replacing direct student-teacher interaction, such as the language laboratory or audio-tape-based self-study. The integration of sound, voice interaction, text, video and animation has made it possible to create self-paced interactive learning environments that promise to enhance the classroom model of language learning significantly. A growing number of textbook publishers now offer educational software of some sort and educators can choose among a large variety of different products.

A number of reasons have been cited for the limited practical impact of computer-based language instruction. Among them are the lack of a unified theoretical framework for designing and evaluating CALL systems, the absence of conclusive empirical evidence for the pedagogical benefits of computers in language learning and, finally, the current limitations of the technology itself.

In addition to computer-based applications a number of other technological aids are being used regularly by foreign language teachers, such as (satellite) television and video-recorders or camcorders. Also, a number of computer-peripherals, such as scanners, digital video cameras, data projection units or interactive whiteboards increasingly find application in the context of foreign language teaching and learning.

In order to become competent users, students need to have frequent opportunities to use information and communication technologies (ICT).

ICT should not be seen as a possible replacement or challenge to the importance of the foreign language teacher. Indeed, the use of ICT makes the role of the teacher