

## PROMOTIONAL VIDEO AS A MEANS OF DEVELOPING LISTENING SKILLS IN A FOREIGN LANGUAGE

**STINCA Natalia**

Liceul Academic de Arte Plastice „Igor Vieru”, Chişinău

ORCID: 0000-0002-2957-8696, e-mail: stincanatalia@yahoo.com

**Abstract.** *Promotional video can be used in the English classroom to develop listening skills of high school students. The English advertisement text complies with the principle of the authenticity of the language material and is characterized by a short duration and an average tempo of speech. It has a number of linguistic features that determine the success of perception, and hence the further use of the material.*

**Keywords:** *listening skills, promotional video, advertisement text, authentic language material, communicative approach, pre-viewing, while viewing, post viewing.*

Teaching listening skills is a complex mechanism that requires the ability of a teacher of foreign languages to organize work methodically correctly, and the students' ability to concentrate their attention. This is primarily due to the multi-stage process of listening: acoustic analysis of sounds, comparing them with standards in memory, which is complicated by the existing standards of the native language, or creating a new image in memory, further decoding what was heard, determining the meaning of each of the words heard, keeping information in memory in order to determine the meaning of what was heard.

The foreign language national curriculum for high-school imposes the following requirements on the results of mastering the ability to listen: the perception of sound units and phonetic features specific to the foreign language in usual contexts spoken clearly and distinctly; identifying lexical structures and studied semantic features formulated in a clear and usual language; distinguishing grammatical structures and rules studied in various common contexts. [7]. The student should have the ability to understand the interlocutor's statements in common standard situations of everyday communication relatively fully and accurately; to understand the main content and extract the necessary information from various audio and video texts: pragmatic (announcements, forecast weather), journalistic (interview, reportage), corresponding to the subject.

Teaching students to understand foreign speech is one of the most important goals of teaching a foreign language. Listening ensures the achievement of practical and instructional goals and the formation of a secondary linguistic personality [2, p. 1050]. Teaching listening aims to master

communicative listening, which provides perception and understanding of foreign speech from the first listening [8, p. 160].

Oral speech involves both listening and speaking skills. As a learning tool, listening interacts with other types of speech activity, makes it possible to get acquainted with new language and speech material, which ensures the formation of knowledge, reading, speaking, writing, listening skills, and maintains the achieved level of language proficiency at all stages of learning [2]. In this case, we are speaking about instructional listening.

Instructional listening is used to introduce lexical and grammatical material; it is a prerequisite for oral (retelling, discussion) and written (presentation) language. Unlike communicative listening, instructional listening can be presented several times or can occur at the same time with reading the text. Instructional listening is used to develop auditory skills: the development of speech and hearing, recognition of lexical and grammatical material, the ability to understand the content and evaluate the listened text. [8, p. 166]

R.P. Milrud identifies three main principles that a teacher should be guided by when developing listening skills:

1) the principle of communication, which assumes the development of listening skills in natural conditions for communication or close to them;

2) the principle of the authenticity of the language material, which consists in the use of recordings of the native language (the use of the non-native language is also allowed, provided that all the norms of the English language are observed);

3) the principle of the integration of language skills, which involves the integration of listening with the skills of reading, writing and speaking (integrating different types of speech activity are allowed by tasks such as «group puzzle» (jigsaw listening), which involve working in groups, each of them listening to different audio recordings on a certain topic, after which students from different groups exchange information related to their listening part) [12, p. 145, 155]

Teaching listening by using the English promotional video is quite interesting and relevant. The use of advertising material in the lessons of English meets the requirements for listening at the level of secondary education.

Firstly, the English advertisement text corresponds to the principle of authenticity of the language material, secondly, it is characterized by short duration and medium tempo of speech. In addition, the advertisement text has a number of language features that determine the high quality of the audio and video material, the success of perception and memorization, and therefore the further use of the material.

To begin with, it is necessary to determine what the advertisement text represents. Modern advertisement text is considered as a common sign space in which elements of language and other

sign systems are integrated. Such stylistic traits as expressiveness, appreciation, imagery, dialogue and brevity are always present in the advertisement text, which serve to increase information saturation, originality, and memorability [10, p. 167].

Expressiveness and appreciation play an important role in the listening process, as the speech of the subject of communication always has an emotional feature, expressed in emotional-evaluative vocabulary, expressive non-verbal signs (mimicry and gestures). The presence of these components makes it possible to understand the communicative purpose of the advertisement, to provide additional elements of speech that contribute to the understanding of the content of the text.

The dialogic nature of the advertisement text makes it stand out from the rest of the distant types of listening due to creating the effect of direct communication with the addressee, thus increasing involvement in the listening process. Another extra-linguistic factor – the brevity of the promotional video, which simplifies the process of recognition and differentiation, retention in short-term memory, allows to immediately highlight the main information in the video. The need for long concentration of attention also disappears, which leads to more successful perception and understanding of the text. The brevity of the material determines the short duration of the video, which does not exceed two-three minutes. But there are also disadvantages. Unfortunately, the traditional construction of the text is reduced to the simplification of grammatical structures and the abundance of clichés with general repetition and limited vocabulary [11, p. 203]. Such minimization of complex structures does not allow to fully develop lexical-grammatical skills.

Advertising is a source of social and cultural information. This is primarily due to the fact that it reflects effective stereotypes, since the collective consciousness is sufficiently stereotypical [13, p. 143]. The language and plots of the video materials are taken directly from the culture of the language being studied, which contributes to the expansion of ethnographic knowledge about the country, familiarization with the cultural values of the people who speak the language, and the study of linguistic ethnographic phenomena [9, p. 34].

Advertising can be presented in three types of information: text (advertisement in the newspaper, brochures, and leaflets), audio (advertisement on the radio), and video (advertisement on television and on the Internet). The effectiveness of advertising material depends on the successful combination of all its components: images, sound, text itself [11, p. 202–203]. Therefore, the use of video is the most preferred means of developing listening skills, as video combines different types of information and visual support. For a short period, allocated to watching the video, the student receives a large amount of information at once through two channels: visual and auditory. The visuals help to better remember language structures, expand vocabulary and stimulate the development of speaking and listening skills. Visual information allows one to unload memory,

promotes segmentation of the speech stream, improves accuracy and completeness of understanding, since the bandwidth of the auditory analyzer is much smaller than the visual one [4].

Let's give some examples of working with promotional videos in the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> forms. Video recordings have been selected in accordance with the curriculum for high-school.

The topic “Choosing a Profession is not Easy” is taught in the 12th form. In this regard, an advertising video *Imagine the Possibilities* [15] was selected, which does not contain complex syntactic structures and has an obvious storyline. The number of presentations of the video - 1 presentation. The work on the video consisted of a pre-viewing question-answer exercise to anticipate the content and a post viewing exercise true / false, which is aimed at controlling the understanding of the content of the text. The main purpose of this fragment is to lead students to oral speech, in particular to a monologue about their preferred profession, i.e. watching and listening in this case is directly related to the development of speaking skills.

The topic “Know your Rights” is taught in the 11<sup>th</sup> form. For this topic, we suggest using the promotional video *What Does Amnesty International Do?* [17]. The work on predicting the content of the video is carried out by compiling a short monologue about the intended content of the recording based on several screenshots from the video. At the while viewing stage, attention is given to understanding and memorizing the content. Comprehension control is carried out with the help of question-answer exercises. At the post viewing stage, it is proposed to perform a speech exercise aimed at developing speaking skills.

The topic “Education” is taught in both 10th and 12th grades. For this topic we recommend two promotional videos about two of the most prestigious universities in Britain, Oxford and Cambridge. The first video is *Studying at Oxford University* [16]. For forecasting and familiarization with socio-cultural information, students can be asked to comment on the information read on the poster of the university. The while viewing stage may include a multiple choice exercise, presented with three variants of words that are close in pronunciation or rhyming. The exercise is aimed at developing listening skills. A feature of the advertisement text of *Studying at Oxford University* is the presence of a large amount of evaluative vocabulary. In this regard, the post viewing language exercise for the selection of equivalents can be aimed at developing lexical skills. To determine the function of evaluative vocabulary, students can identify and compare descriptive and evaluative adjectives in the text. After watching the video again, students make a retelling plan, which they supplement with the information received during the group discussion. This plan can be used for a speech about entering the university.

Another video about education at a prestigious university is *Cambridge in Numbers* [14]. Content prediction is also carried out based on the photograph of the university and its logo. Students are invited to fill in the gaps with the numbers given in the text, while listening without the

video sequence. Then they do a fill in the gaps exercise, aimed at developing lexical and listening skills. The result of working on this video can be a group discussion (What university (Oxford or Cambridge) would you choose?) or a dialogue between an applicant and a university student.

Thus, working with promotional videos is aimed at developing auditory skills, developing mechanisms for listening and other types of speech activity (for example, speaking).

The requirements for teaching this type of speech activity are based on the cognitive characteristics of high school learners and the principles of teaching:

- 1) the use of authentic listening text;
- 2) application of a communicative approach;
- 3) integration of different types of speech activity;
- 4) the use of situations of all spheres of communication;
- 5) the presence of complex sentences in the text;
- 6) preference for three-minute recordings;
- 7) speech tempo of about 80 words per minute;
- 8) the length of a phrase or sentence, not exceeding 13 words;
- 9) recommended number of presentations - 1 presentation;
- 10) the volume of unfamiliar vocabulary is 4–5%.

The English advertisement text fully complies with these requirements. The promotional video is a means of teaching listening successfully due to its specific characteristics: the presence of socio-cultural information in the text, the presence of a large number of stylistic means of expression. Promotional videos are mainly presented at a medium and fast tempo of speech, they are distinguished by a small volume, dialogue, simple and commonly used grammatical structures, the presence of expressive and evaluative vocabulary, phrasal verbs.

Exercises for working with an English promotional video can be divided according to the following stages of work on listening:

- 1) pre-viewing (exercises for forecasting, the introduction of socio-cultural information, the removal of difficulties);
- 2) while viewing (exercises for the development of listening skills, memory, the mechanism of equivalent substitutions, compression);
- 3) post viewing (exercises that allow to integrate different types of speech activity, develop phonetic, lexical and grammar skills, develop operational and long-term memory, hearing, speaking and writing skills).

Thus, the features of the English promotional video make it possible to develop successfully listening skills for high school learners.

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