IN ESL CLASSES, USING VIDEOS TO LEARN ENGLISH

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Abstract: *This essay will show how effective videos are as teaching and learning tools. They're a superb approach to teach vocabulary and offer excellent examples of language structure and function in context. Video is a fantastic tool for promoting conversation and introducing humor to topics like pronunciation, stress, and intonation, which can be challenging at times. For our pupils, using video as a listening aid can improve their listening skills.*

Key words*. Justifiable, dimension, gestures, feelings, stimuli, inescapable, acquiring, context, enhances, specially, procedures, disembodied*

With the use of videos, there are numerous ways to teach English to speakers of other languages. Every student learns a language differently, in accordance with their individual learning styles. While different learning styles are developed in different

individuals, the majority of students are visual learners, making moviesan excellent approach to learn a second language. Pupils simply adore them, and it's inevitable that movies deliver language in a way that is frequently more natural than that found in textbooks. Additionally, the visual context helps pupils graspand listen better. The issue is not whether or if instructors can utilize movies intheir ESL classes, but rather which ones and how to use them. As a tool for learning English, movies can be shown in language classes. Various methods are used to introduce a film to students. As long as students are exposed to a range of visual and pertinent situations in a film, films are an efficient way to learn a language. The movie can be used by English teachers to introduce pupils to the four language skills: listening while watching the movie, and reading, writing, and speaking in subsequent tasks or exercises after the movie has been watched. It is crucial that teachers choose a film that is relevant to the subjects they're trying to teach before showing it to the class so that the students may make connections between the film's content and the subjects covered in class. There are many movies with trustworthy material that is appropriate for audiences of all ages and backgrounds.

However, a number of modern movies with popular content occasionally contain explicit and inappropriate sequences linked to crime, sex, violence, death, etc. These kinds of movies shouldn't be shown in class.

Many pupils' first exposure to English-speaking culture is through movies. Students can learn about numerous aspects of spoken communication, such as vocabulary, pronunciation, voice modulation, accent, speech rate, and tone, through watching films that depict real-world conversations. The teachers could use the videos to start or promote discussions about a particular focal area, be it a historical event, a time period, or the culture of a foreign place, as there are numerous films based upon a large number of topics, themes, and issues. Additionally, movies provide English language teachers with a great opportunity toincorporate regional themes, everyday speech, and cultural information. Teachers could review selected film clips to focus on particular words or expressions. They are an excellent approach to keep students interested while also benefiting second language learning (Goldstein & Driver, 2014). Students can have fun while learning and unwinding while watching movies. Not to mention, by including well-known movies into ESL sessions, English teachers can show students how to benefit from watching movies on their own time and practice their English [Sherman, 2003]. When thinking about successful second-language acquisition, motivation is one of the most important aspects [Liversidge, 2000]. It makes perfect sense to incorporate films into the language classroom, because they are also an integral part of students' life today. Additionally, using film as a motivator makes learning a language much more fun and fascinating. The following study aims to describe and assess how well using real videos can help students improve their speaking and listening abilities. Another benefit of employing movies in ESL classes is that they provide a supply of real-world, varied language contexts. Films show English being used in "real" settings outside of the classroom, with an emphasis on interactive language, which is the language of real-life conversation. Students are exposed to authentic speech patterns and facial expressions through movies. If the students do not reside in an English-speaking context, it is very likely that only movies and television can provide learners with this real-life language input, Films are an effective teaching tool because of their " visuality," which helps students learn more effectively by placing the language in a comprehensive visual context [Long, 2003]. Films allow language learners to simultaneously hear and observe visual cues like facial expressions and gestures, which helps with comprehension. These visual cues help to reinforce the spoken content and direct the audience's focus. In order to help students improve their communicative abilities, more resources and instructional methods can be used in the language classroom, adding diversity and flexibility. If the students do not reside in an English-speaking context, it is very likely that only movies and television can provide learners with this real-life language input, Films are an effective teaching tool because of their "visuality," which helps students learn more effectively by placing the language in a comprehensive visual context [Long, 2003]. Films allow language learners to simultaneously hear and observe visual cues like facial expressions and gestures, which helps with comprehension. These visual cues help to

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