

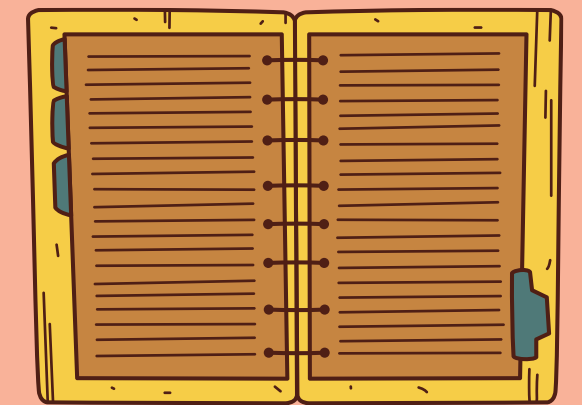
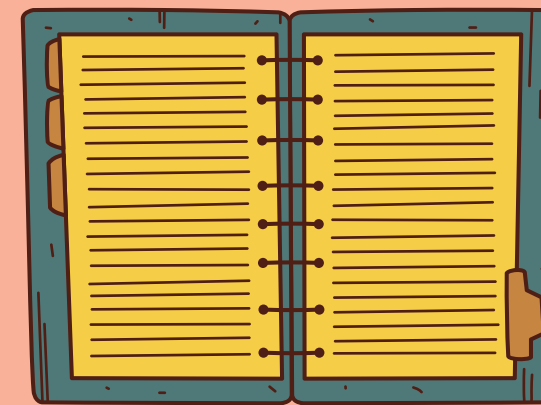
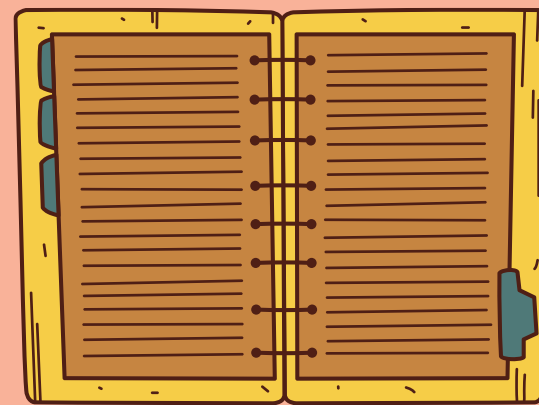
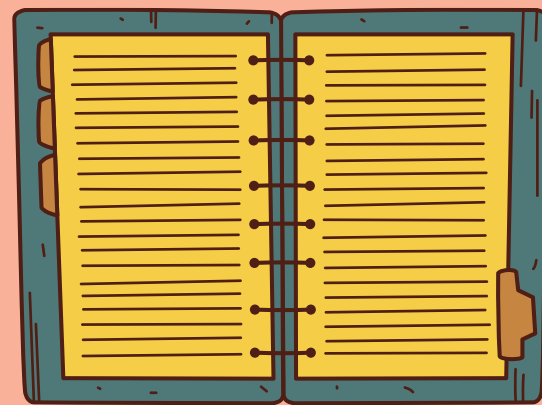
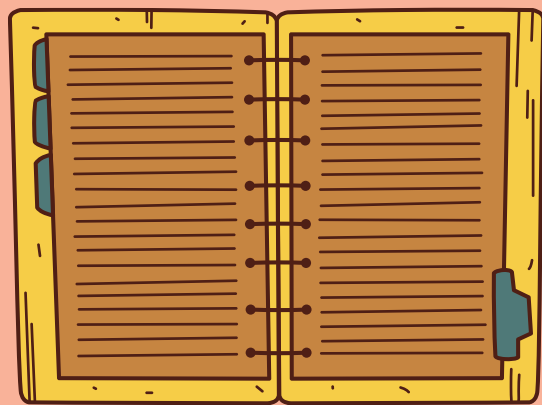
Харківський центр професійного розвитку педагогічних працівників

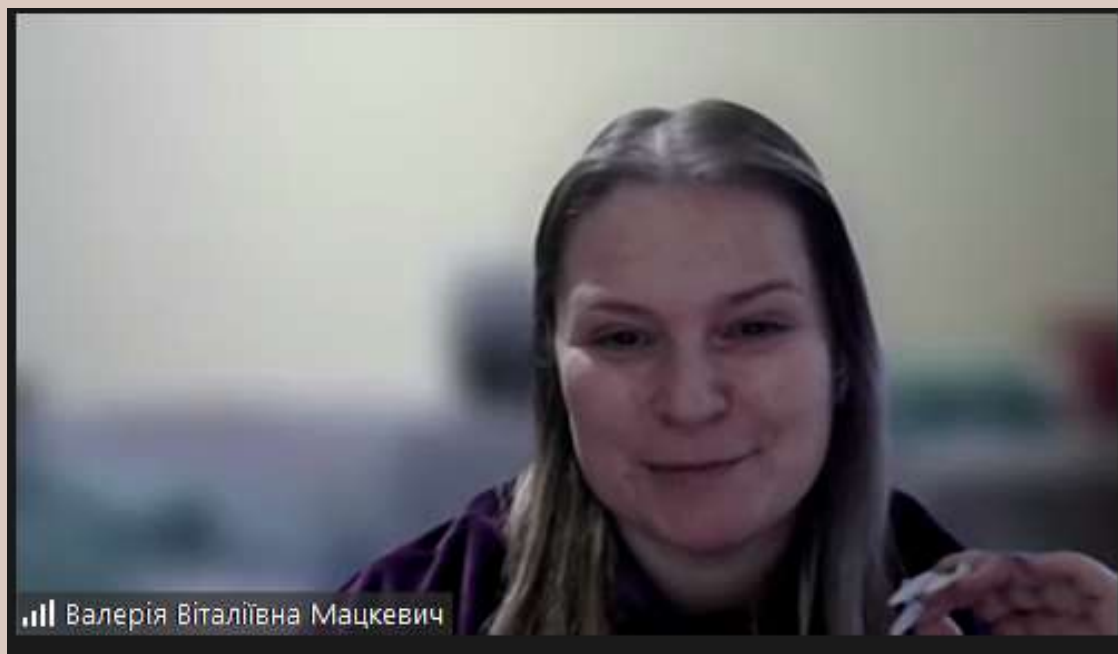
Харківської міської ради

Teaching Skills Factory Скарбничка вчителя НУШ: досвід та ВИКЛИКИ



РОЗВИТОК МОВНИХ НАВИЧОК





**Мацкевич Валерія Віталіївна,
учитель англійської мови
Харківського
університетського ліцею,
учитель методист**



**Борисовська Олена
Анатоліївна, учитель
англійської мови
Харківського ліцею № 16**



**Осипова Ольга Сергіївна,
учитель англійської
мови Харківського
університетського ліцею**

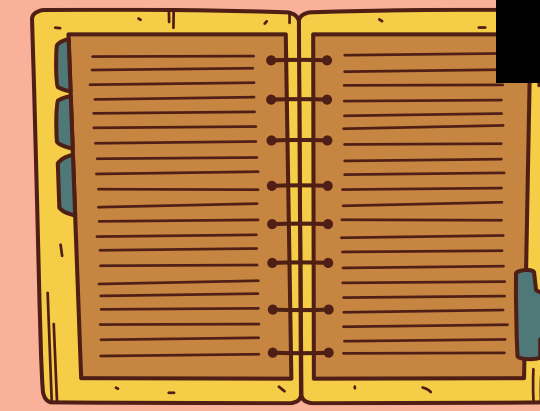
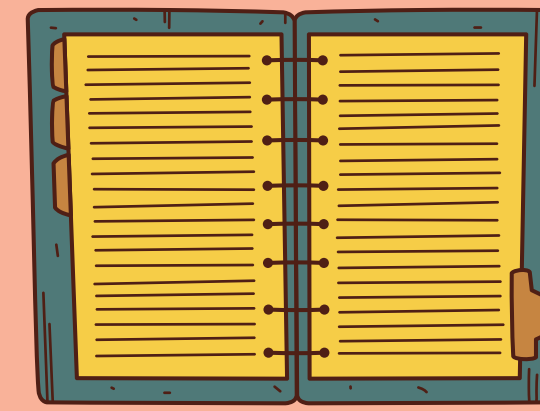
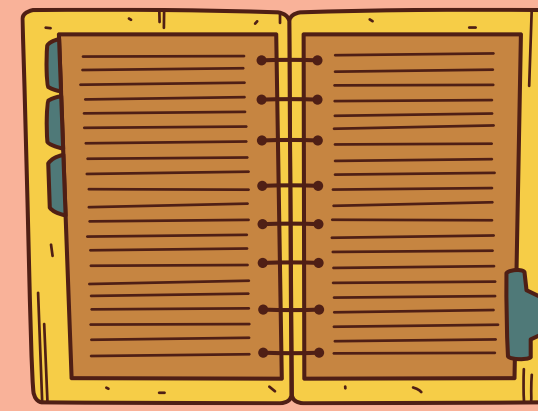
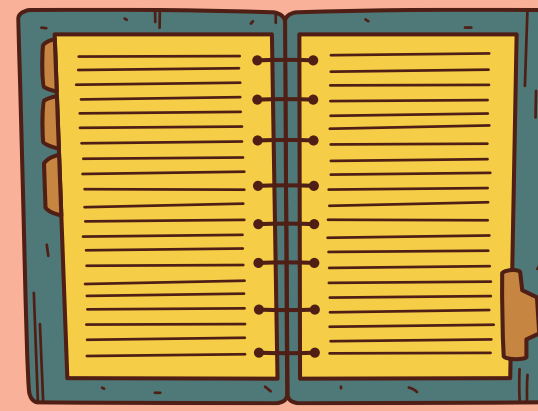
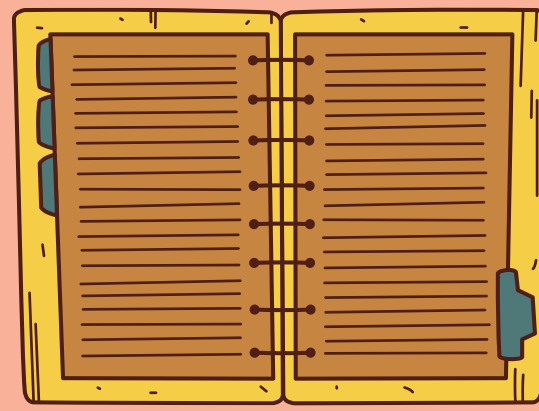
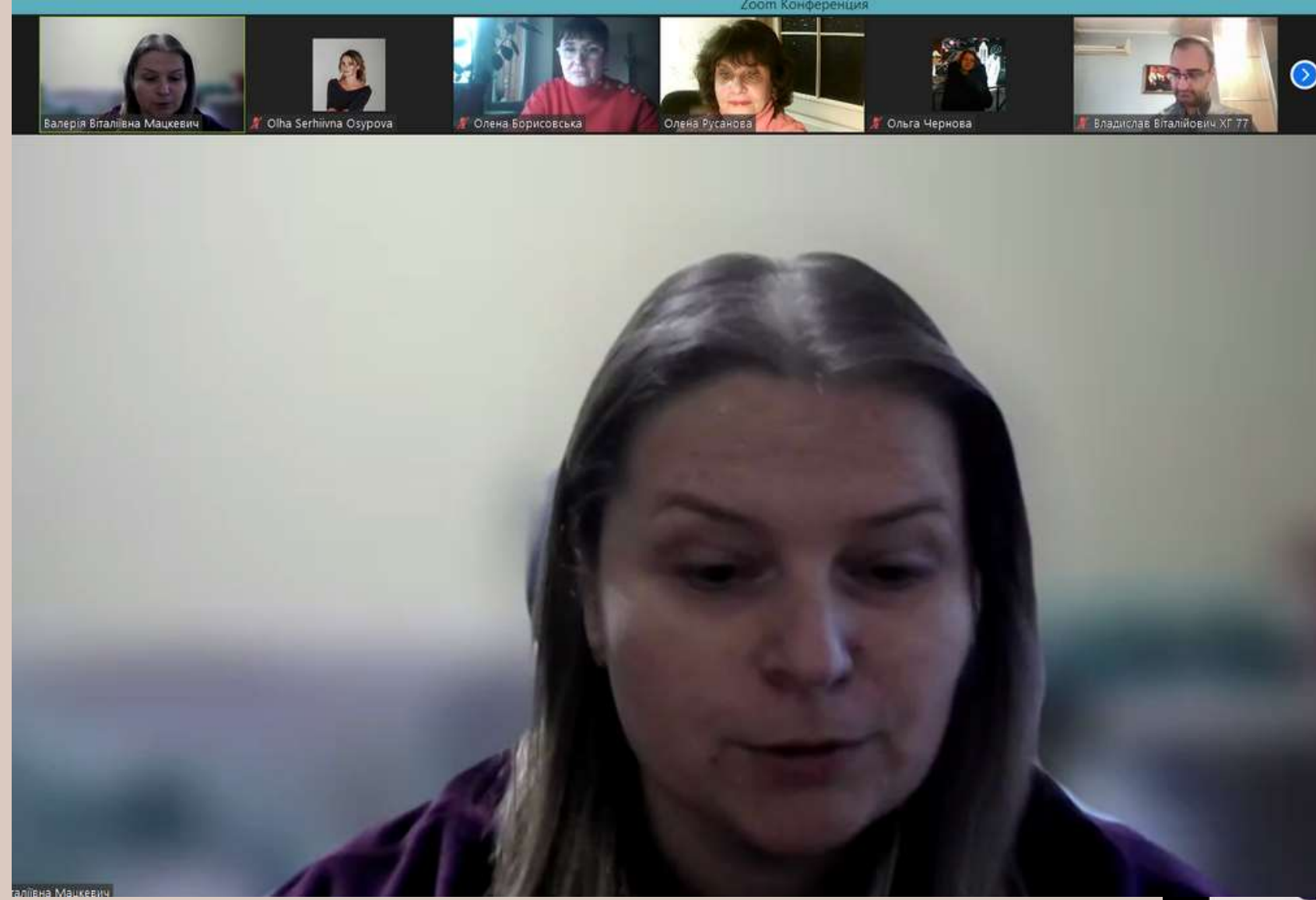
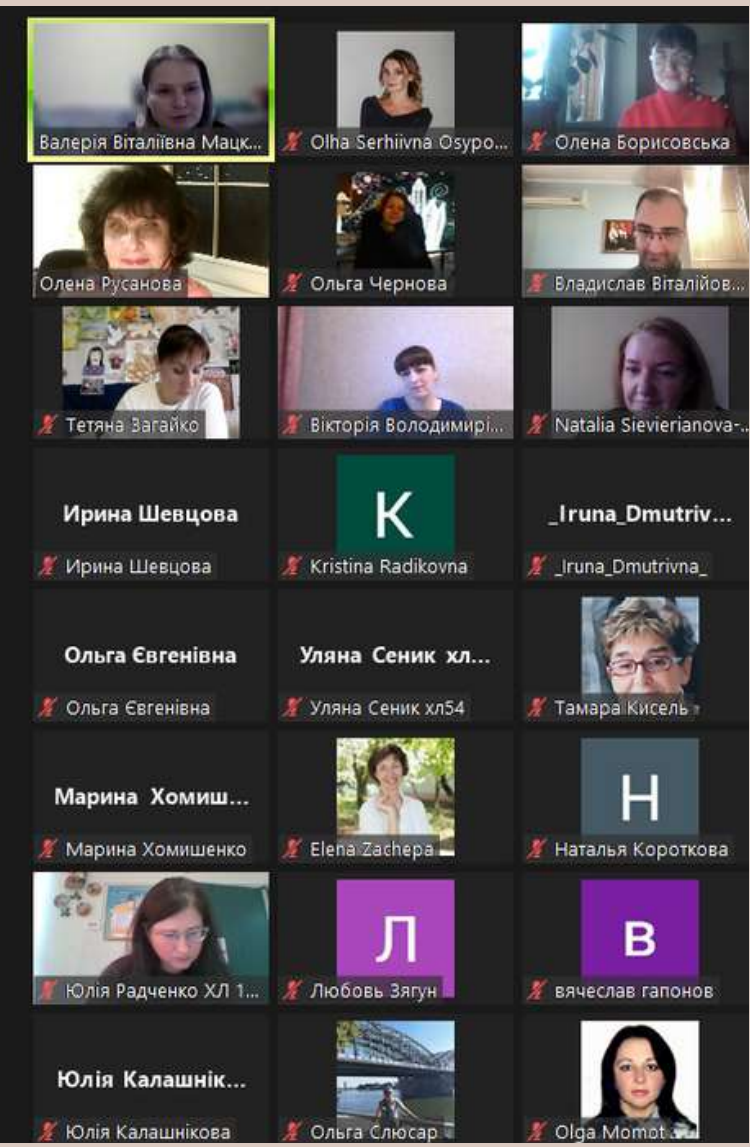
СПІКЕРИ ВЕБІНАРУ

Using videos for developing language skills



By Valeriia Matskevych

18.03.2024





Non- stop - talking

overcoming the language barrier!



Difficult decision

Ukraine family scheme





Non-stop talking



A Friend in Need is a Friend Indeed

Personal traits. My friends.



About myself. My family traditions. Our daily life and its problems.



What did you do yesterday? Describe your last two years or last holiday.



Education.



Environment.



Healthy way of life.

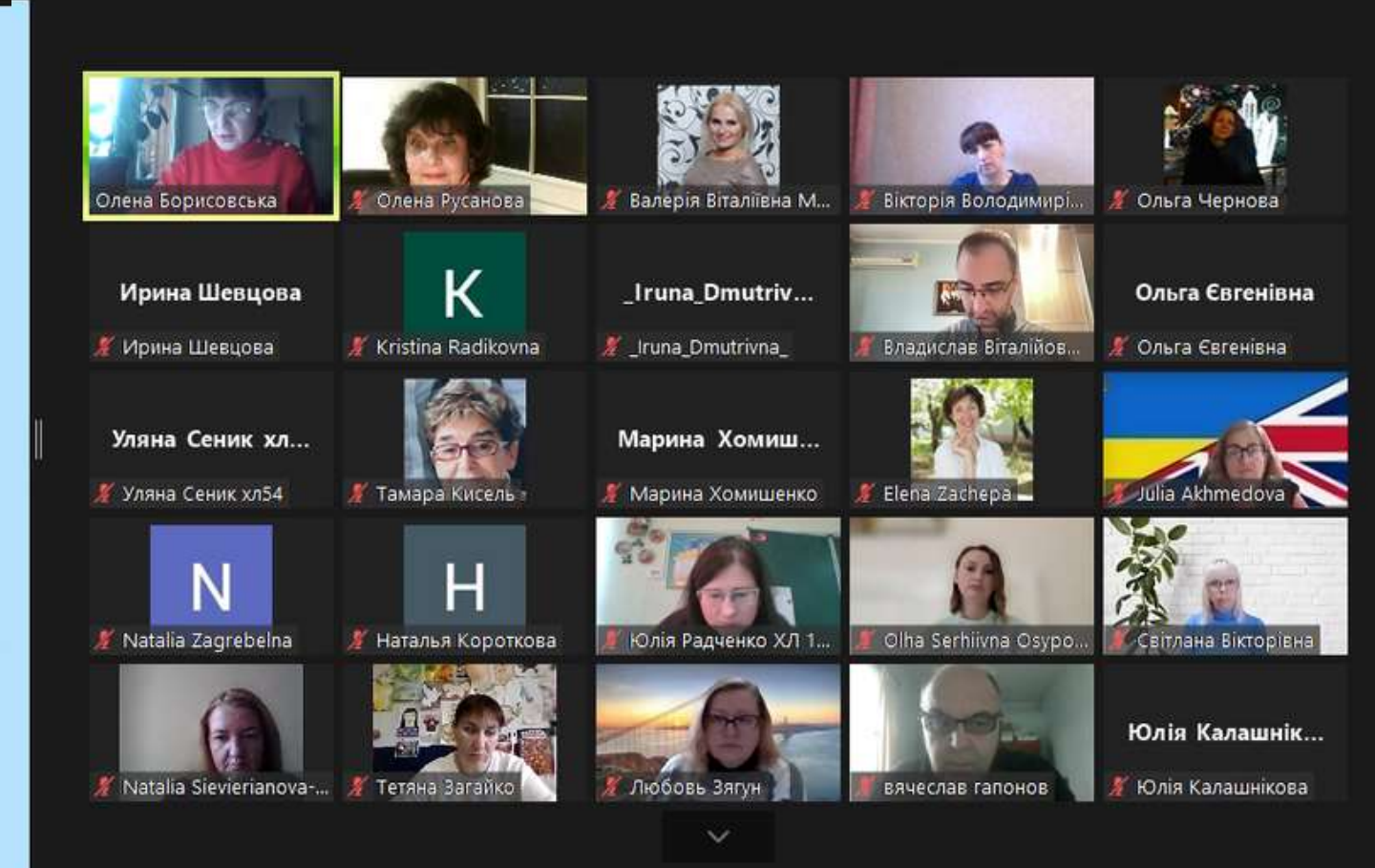


Our Motherland and native city.

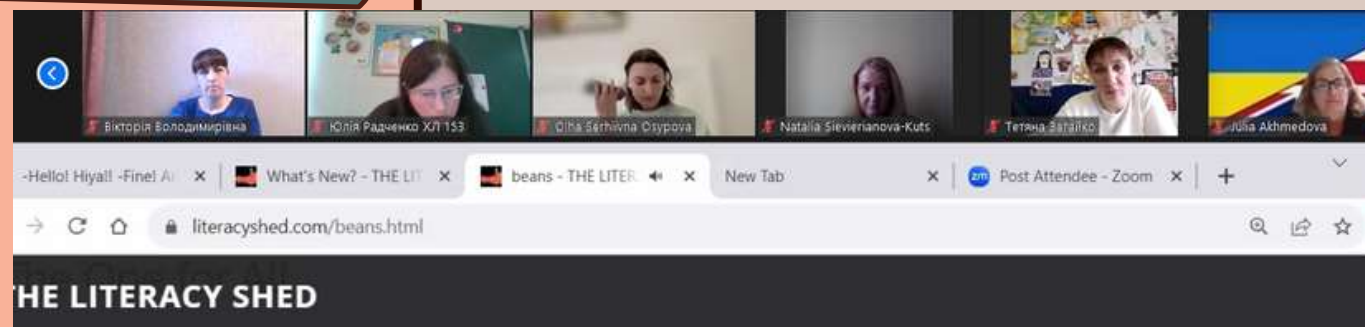


Plans for my future. Chose of the profession.





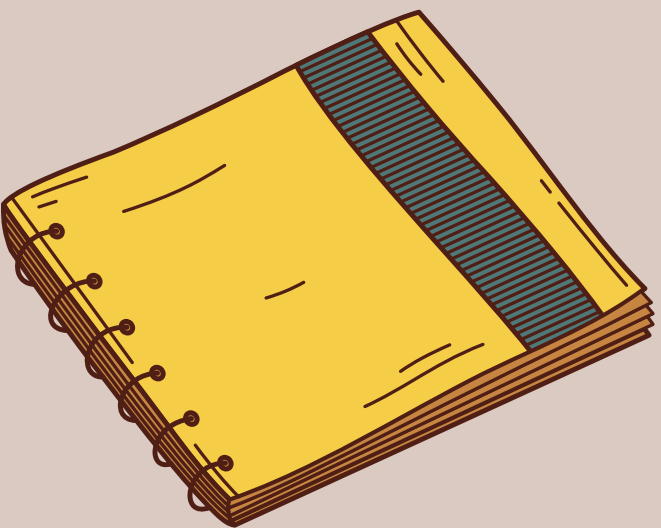
Using short animated videos to develop students' speaking and critical thinking



Word that comes to your mind when you hear or read "Short

[timer.com](https://www.timer.com)





SO...

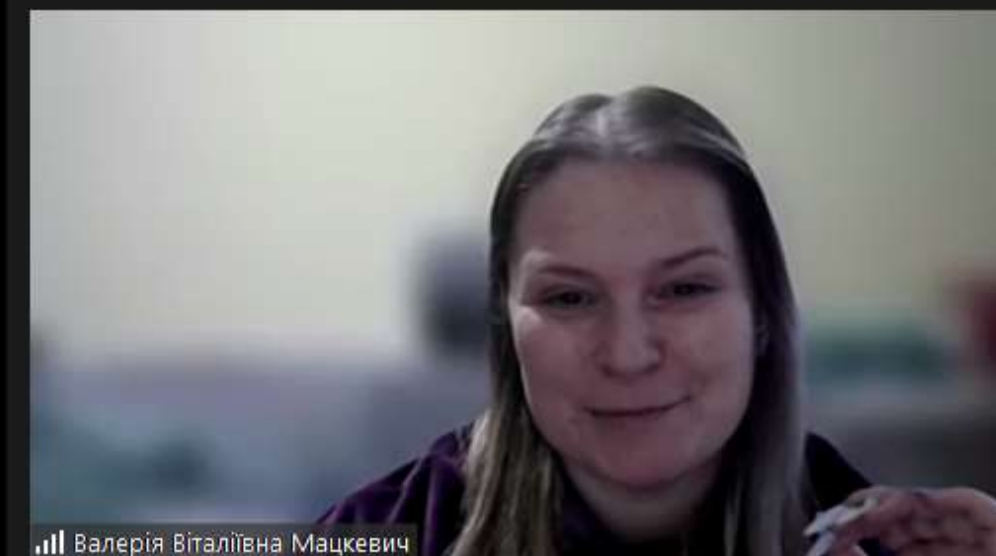
Video is not just passive entertainment, it is also a **way of interactive communication and transmission of information** that you get daily access to.

Our students are used to this kind of content, and we can use it for their benefit.

After all, it is not just a resource, but the language that students speak.



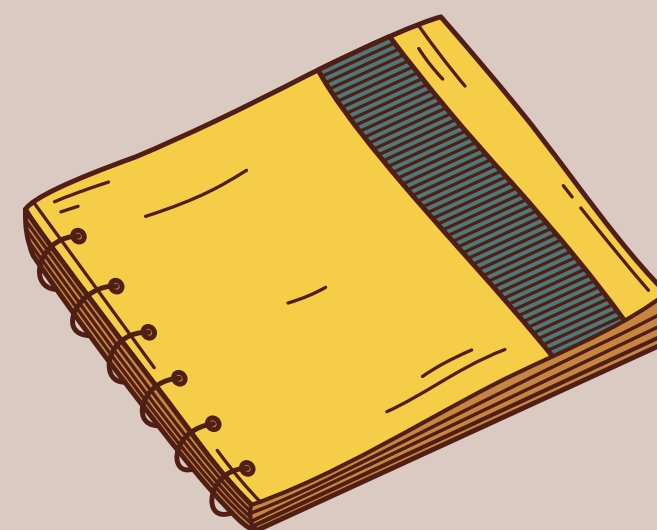
18.03.2024

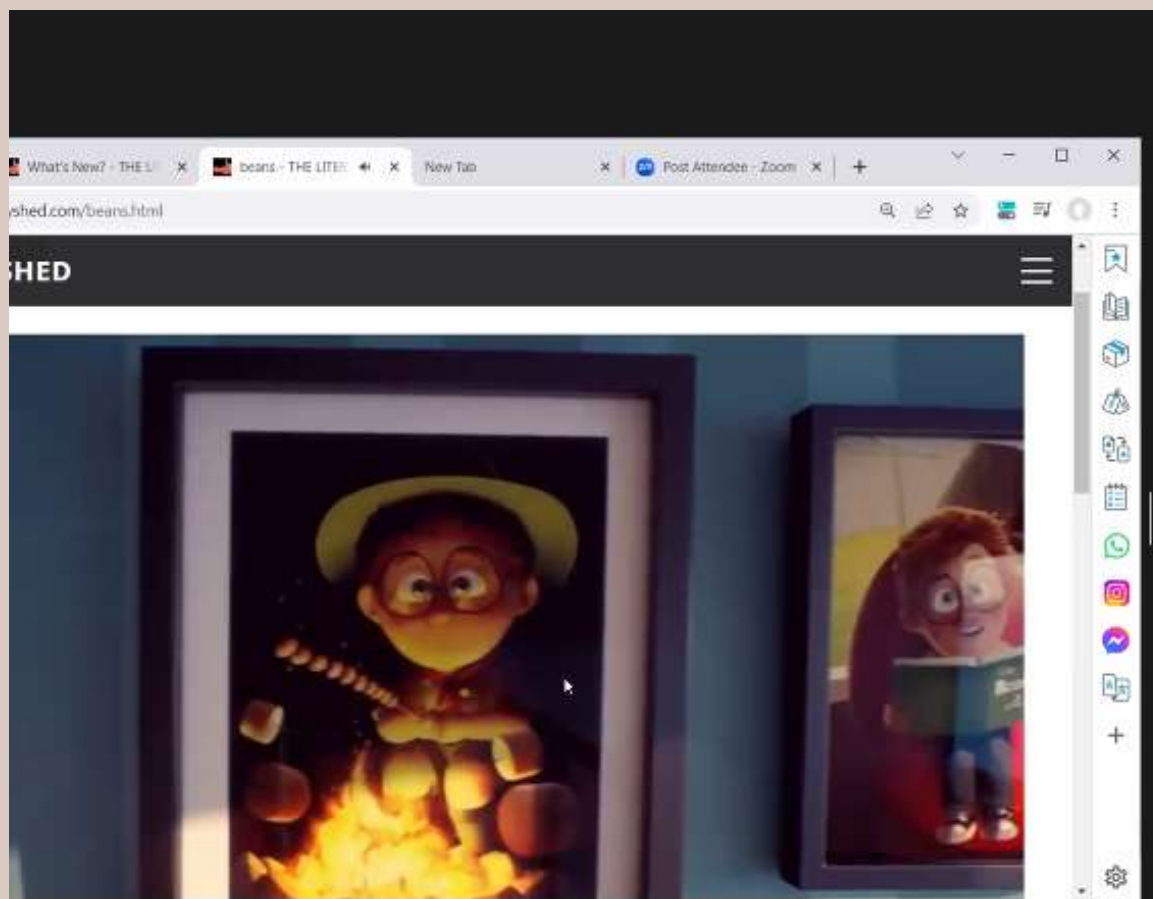
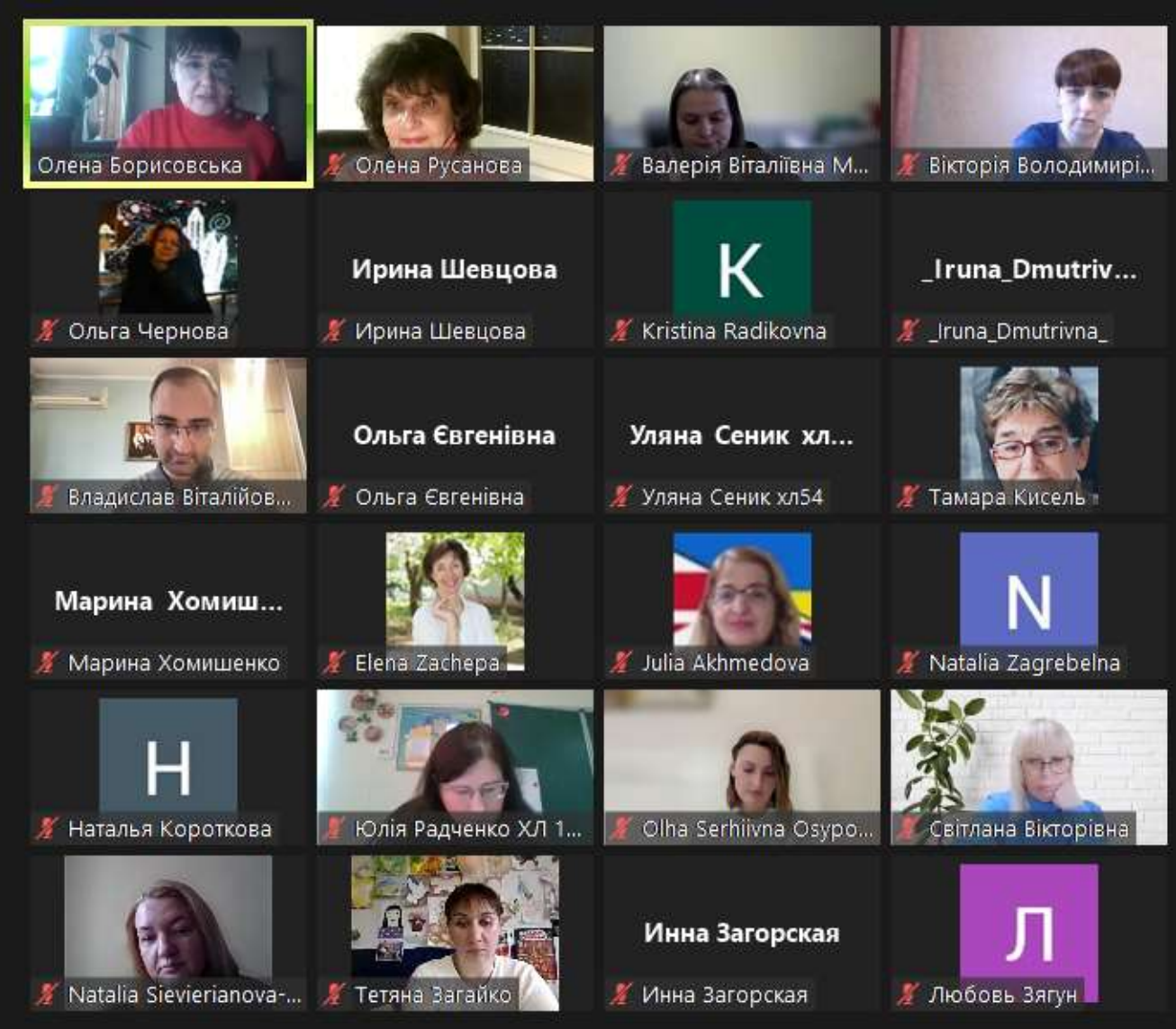
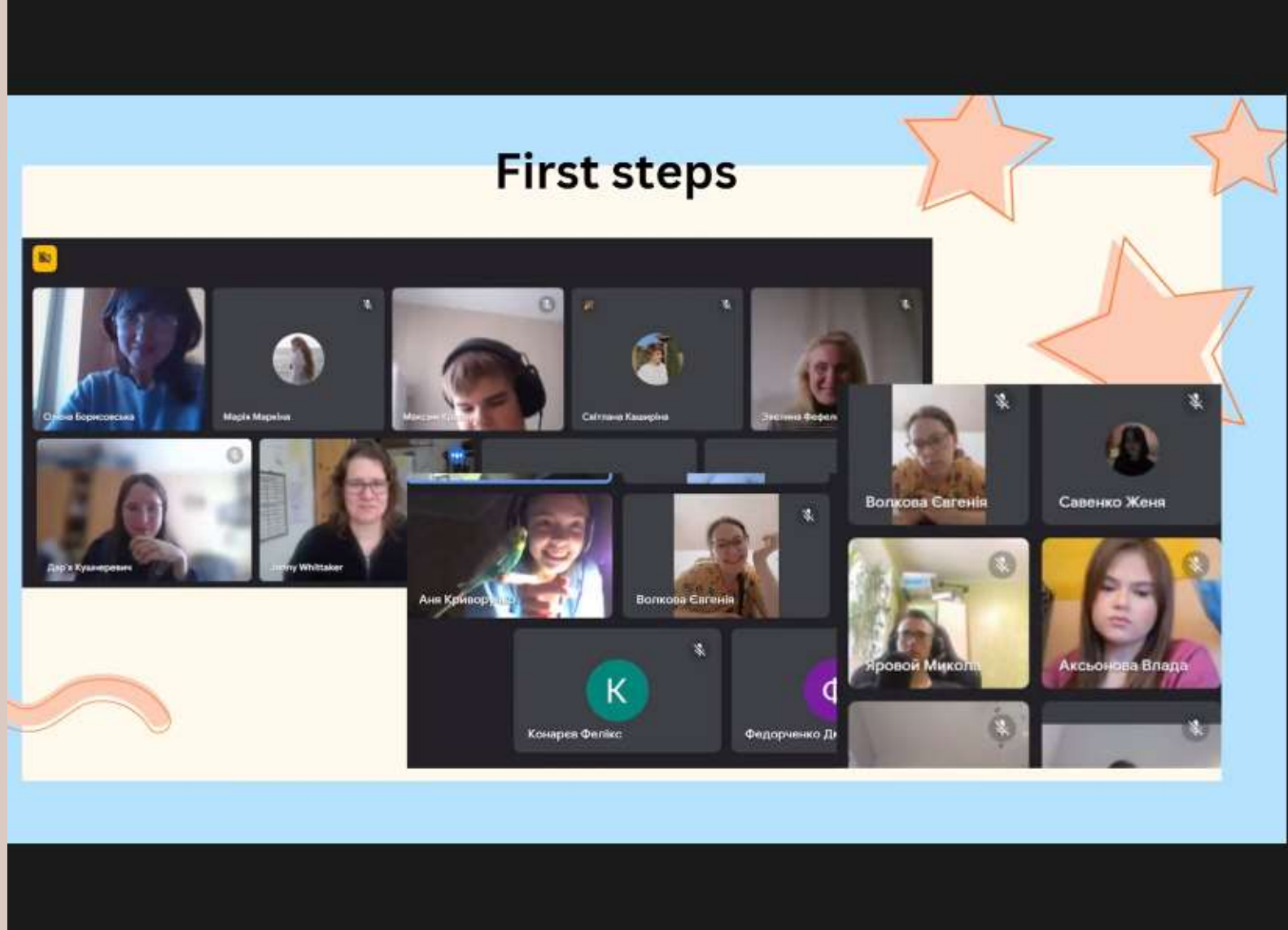


**What
types of
video are
suitable?**



18.03.2024



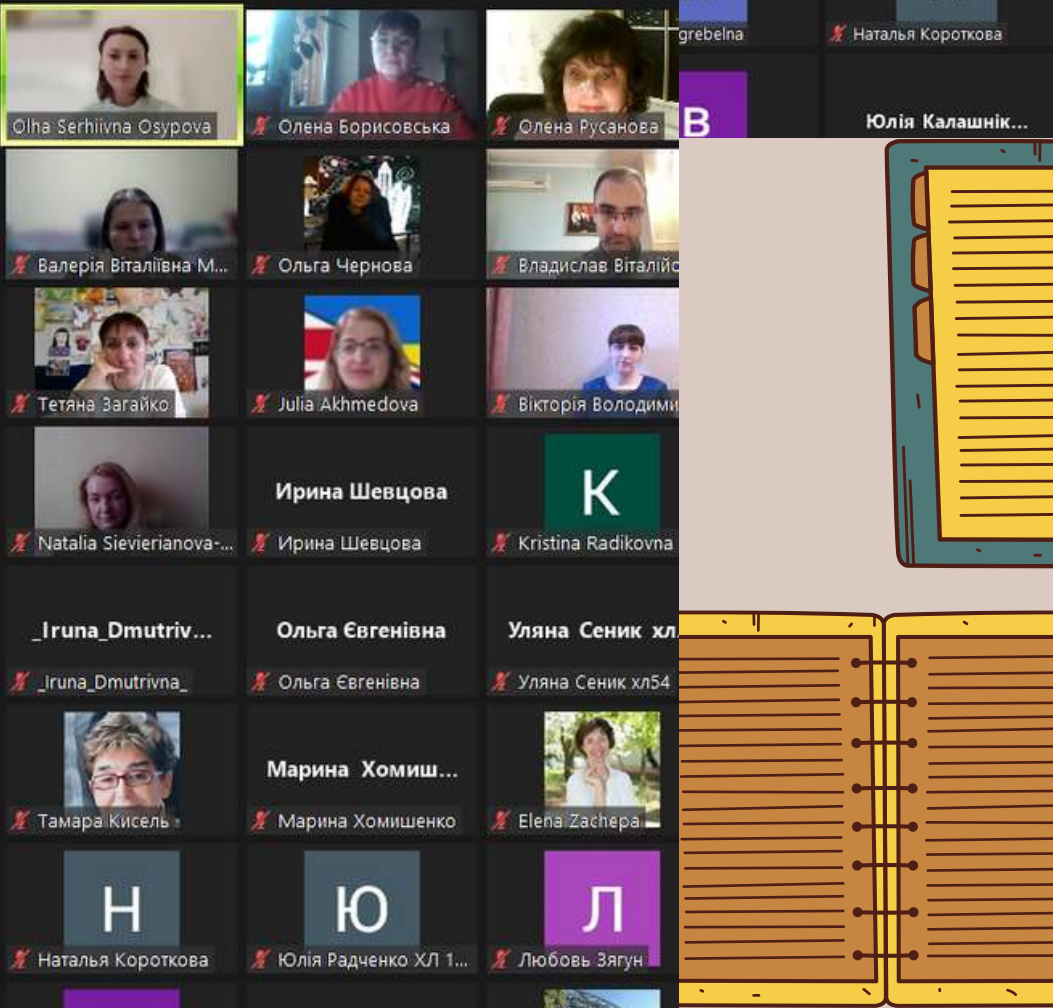
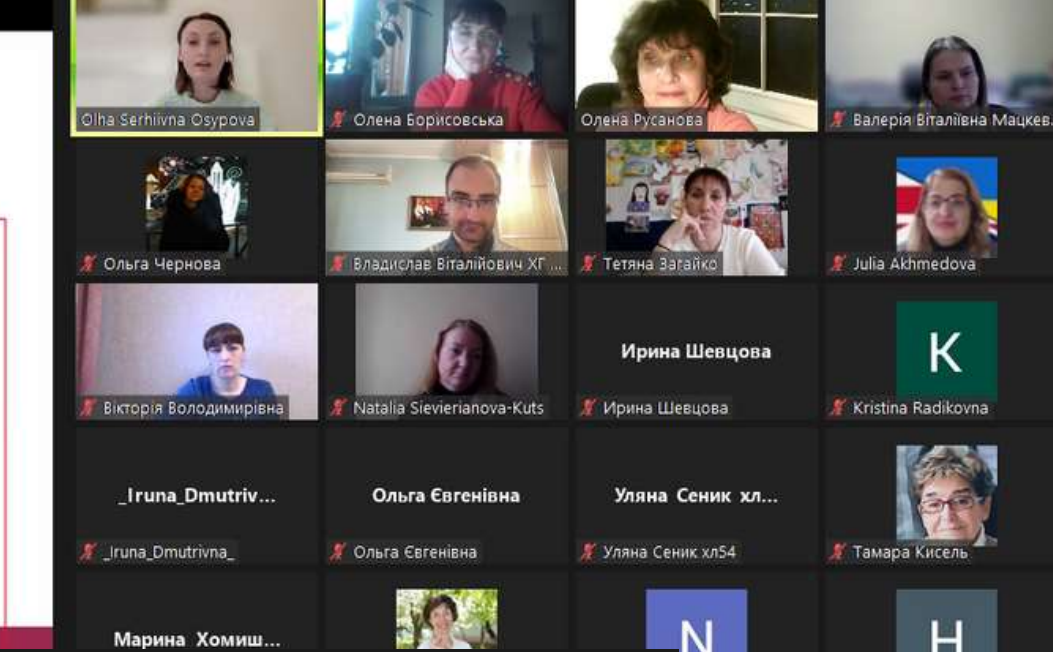


What to consider when selecting an animated film?

- 1. Target group (kids, teenagers, boys, girls, adults)
- 2. Target skill (warm-up, listening, writing, reading, etc)
- 3. Time
- 4. Level of difficulty (Pre-teach vocab? Subtitles? Introduce the topic?)
- 5. Cultural relevance and cultural appropriateness

Tip

Try to generally aim to videos from 2 to 10 minutes long. The best timing is 5-7 mins. Two minutes usually allows for a single topic to be explored with enough



Snack Attack

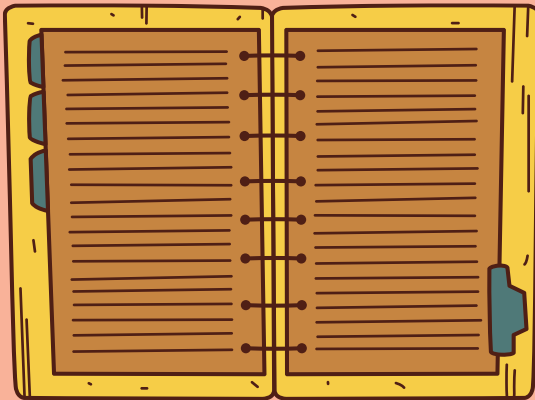
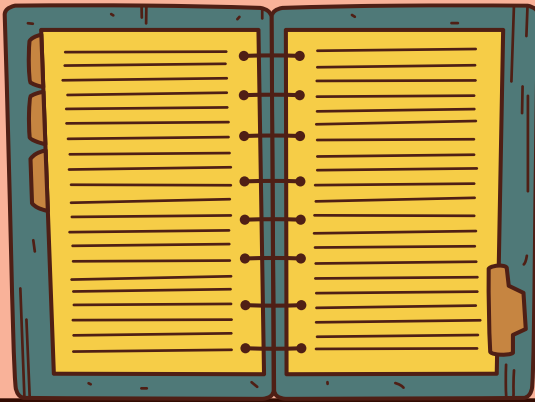
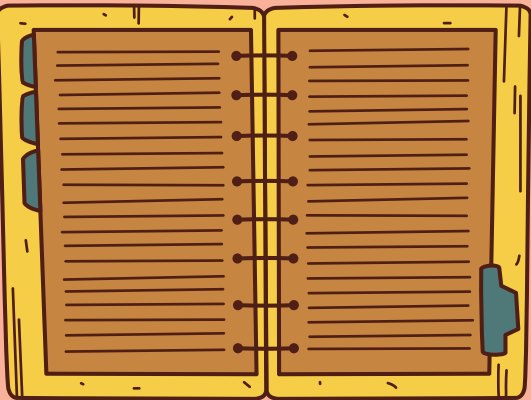
[worksheet/reading comprehension](#)

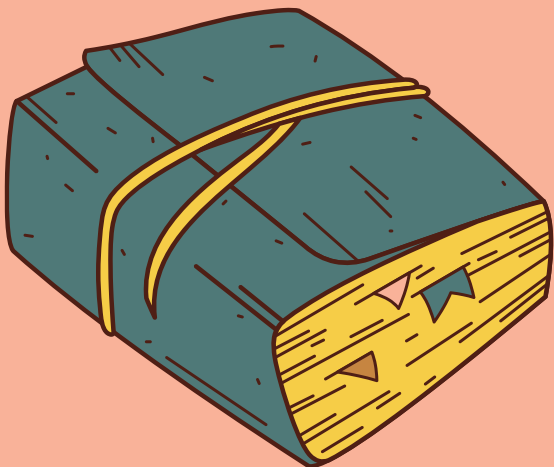
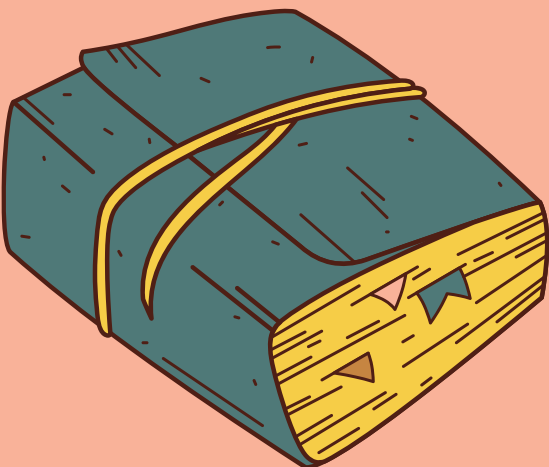
[vocabulary/structures](#)

[vocabulary](#)

[wordwall/matching](#)

[wordwall/Snack Attack Quiz](#)



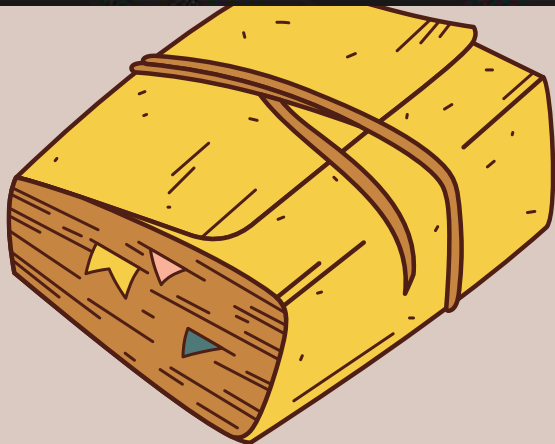
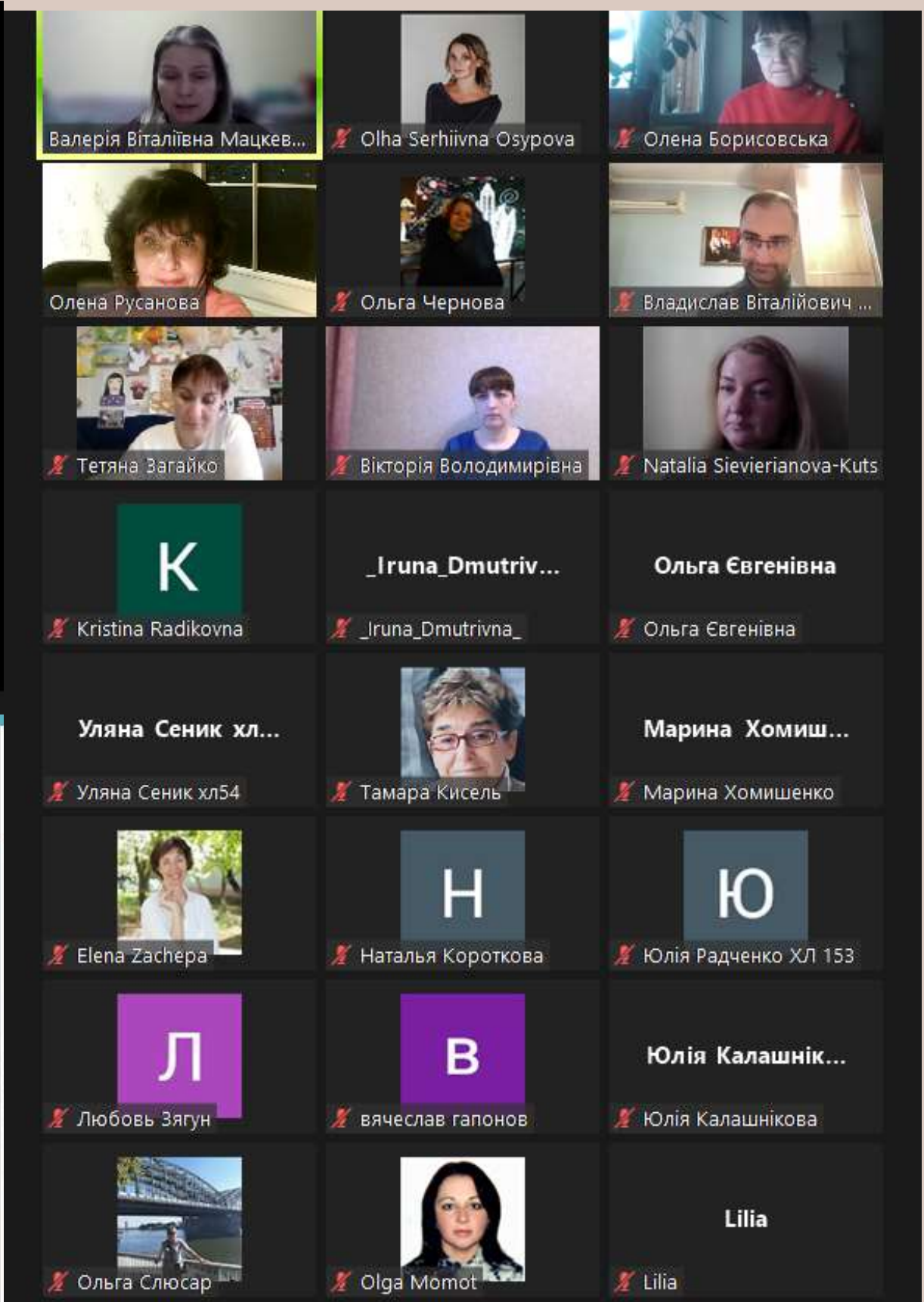


My points:

- *Language environment immersion.*
- *Relaxed atmosphere → no stress, no fear → motivation to watch.*
- *A chance to look at some vocabulary and grammar while watching.*
- *No pre-watching task is needed, though can be used. (Only when you start watching the 1st episode to raise interest in the movie itself)*
- *No while-watching task is needed, though can be used. – (my aim - just enjoy the movie)*
- *HOWEVER, while watching you can check comprehension by stopping the video and asking the questions about what has been seen. You can add or correct their answers.*

!!! YOU MUST know what the episode is about to be able to do it.

18.03.2024



**“The fact that
you worry
about being
a good teacher,
means that
you already
are one.”**

JODI PICOULT

18.03.2024

