Which Audiobook Service?

Library 24%

CD's 3%

Google Play books 3%
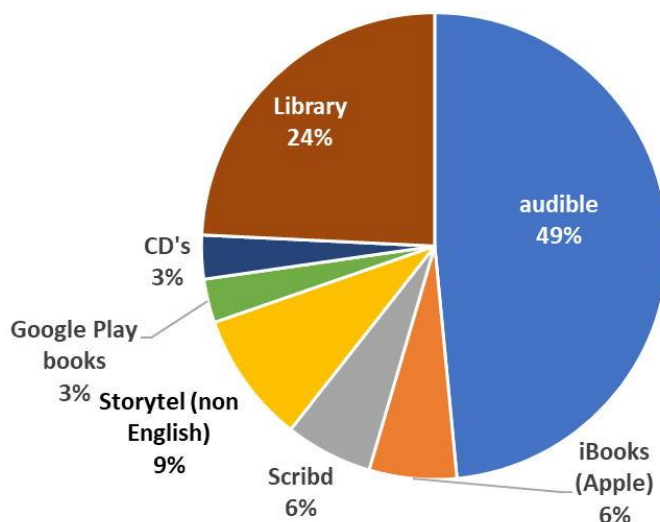
Storytel (non English) 9%

Scribd 6%

iBooks (Apple) 6%

audible 49%

Graph 1. Talking Book Statistics Reveals How Experts Use Talking Books

To sum up, according to the researchers, the use of Talking Books in the process of teaching a foreign language improves the overall psychological state of students and arouses interest in using Phonograms of literary works outside the classroom for self-education [3,4]. In this regard, the task of the teacher is to direct students to the available audio materials, which provide audiobooks prepared for independent work, primarily by professional readers. The same should be stated about the www.librivox.org, which provides the opportunity to search for interesting audiobooks by author, subject, genre and language of the work.

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USING VIMEO IN TEACHING ENGLISH

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Introduction

In today's world, people are surrounded by all kinds of information technologies: computers, laptops, tablets, e-books and smartphones. All this makes our life more diverse and comfortable. Modern children are children of high technologies, paper carriers become uninteresting and incomprehensible to them. What should the teacher do in this situation? The teacher needs to learn to adapt to the changing reality, to learn to use digital technologies and their products in the learning process.

Educational videos is a modern, effective form of presentation of educational content, indispensable in e-learning (full-time, mixed or distance education). Training videos are a collection of training videos that correspond to the lecture and practical course and allow you to organize various forms of training work in an interactive format.

The success of teaching a foreign language using video depends on the preparation of students for the perception of the video. The expansion of international relations and the entry into our market of British and American educational and methodological complexes, including video clips, video tutorials, have significantly expanded our opportunities to use audiovisual techniques. If the video is an application to the British or American educational complex, the teacher can use the technology of its application developed by foreign methods and described in the teacher's book [1].

Video materials contribute to a better understanding of educational material, by increasing the information density, the degree of perception, emotional saturation.

In this article we can see several aims for using videos in teaching English. Create more realistic language learning environment and stimulate EFL learners' interest in English learning and enhance their comprehensive linguistic competence. Students can see how language is used in real life which is very different from the traditional English teaching materials.

- **Developing listening skills:** Listening for global understanding and listening for details.
- **Providing information:** Providing content relevant to students' needs and interests.
- **Presenting or reinforcing language:** Grammar, vocabulary, functions.
- **Stimulating language production:** As a basis for discussion, a model for learners to follow, a visual aid, etc.
- **Speaking:** It is almost needed in every teaching and learning process, to answer questions, to ask questions, to conduct a discussion, to do a presentation.

There are positive characteristics of using video in learning foreign languages: video enables the use of different modes of operation, such as freeze frame, use only the video track (off track), etc. videos can be easily used for different kinds of work: individual, pair, group, collective [2]; video equipment allows you to split the movie to the desired number of clips, depending on the task, individual needs and characteristics of students to continue to work with each clip separately [3].

Data

This article is also based on the use Vimeo as a platform on which users can upload, share and view videos [4] to teach English in distance learning. Vimeo platform is the type of visual content. It is reachable. It is easy to produce and share videos and it can be watched at any time and place through electronic devices like smartphones, which makes it even more attractive. Why do we use video materials from Vimeo? We have some advantages from this:

- Streaming videos in Full HD 1080p with transcoding in cloud
- Live statistics
- Provide all professionals privacy controls, review tools
- Provide a single place for all your video and live stream needs.

In the course of the study, we conducted an experiment using a questionnaire in order to detect the effectiveness of using video using Vimeo. The experiment revealed the advantages of using video materials from the Vimeo platform for distance learning in English:

1) Vimeo is an online marketplace for creators of original and high-quality video products, and Vimeo does not accept commercial videos. So, for educators, it's a useful site (and often unlocked in school systems) when searching for safe videos to use in the classroom.

2) For a teacher, a useful aspect of Vimeo is that videos can be uploaded-useful if the school server is down. As with most video hosting sites, it is important to teach students how to search effectively. Broad search terms such as "English" and "speaking" should be clarified as "teaching English" and "speaking A-level" to find the most appropriate videos for a given lesson or project.

When studying the hypothesis proposed in this article, we used such methods as experiments and questionnaires. The study was conducted at the Department of Theory and Practice of Foreign Languages of the L. N. Gumilyov Eurasian National University in Nur-Sultan. At the time of the study, the participants were divided into 3 groups depending on their activities, namely teachers, university students, and schoolchildren. The survey group consisted of 411 participants: 228 students, 113 schoolchildren, 70 school and university teachers.
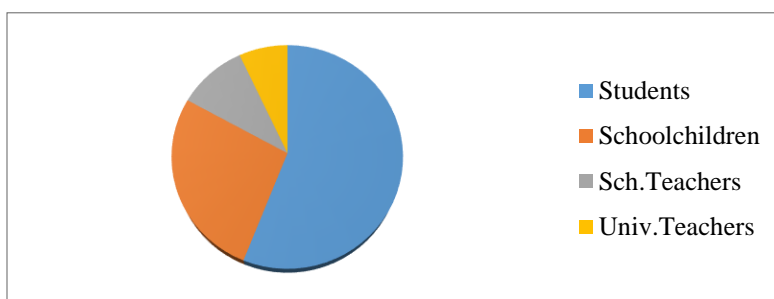

Diagram 1. Participants

Discussion

After the data had been collected, the questionnaire responses were counted, calculated and analyzed to obtain the results in order to answer the research question put forward in the introductory part of this research paper.

According to a survey, currently, at ENU and in many schools in Nur-Sultan, teachers and students are poorly informed about the capabilities of the Vimeo platform and rarely use it for teaching English – only 17% of participants use the Vimeo platform for distance learning of English, but there is a desire to learn and use Vimeo.

By watching videos, students can learn through absorption and imitation. When introducing video materials to distance learning in English in this project, we used videos from the Vimeo English Teacher's website. In the process of learning through video, we sow video to communicate meaning better than other media. It presents the language in context so that students can see who (or what!) says where the speakers are, what they are doing, etc. All these visual cues can help understanding. The platform contains a lot of videos aimed at developing students' communication skills, meaningful assimilation of grammatical constructions.

Results

When planning to use a video, you must complete the following steps:

1. Pre-watching

At this stage, language and lingo-regional difficulties of perception of the text to the video and difficulties of understanding its content are removed: new words are introduced and fixed, authentic colloquial formulas unusual for students, linguistic and country realities are analyzed. Questions on the

content, questions and answers to them to choose the right option (multiple choice), tasks related to the subsequent retelling of the content, tasks to determine the sequence and dynamics of behavior and interaction of characters, tasks to assess and characterize the characters or contained in the film important cultural information.

The purpose of the first stage is to introduce students to the emotional and semantic atmosphere of the film, to create motivation for its viewing [5]. The following exercises can be used for this:

- To make an assumption about what will be discussed in the video, read the title;
- Answer the suggested questions;
- Write down the vocabulary that you already know on this topic;
- Make a diagram or a dictionary web;
- Look at the list of new words that you will meet in the video;

2. While-watching

Some students watch video and others listen to a phonogram without a visual series.

3. Post-watching

Discussion.

The purpose of the second stage – the students' understanding of the content, theme of the film, activation of speech activity of students.[6] Type of exercise:

- Pick up the English equivalent to Russian words and expressions;
- Fill in the gaps in the sentences with the right words and expressions;
- Write down the adjectives or verbs that were used with the word
- Give students a list of the vocabulary, phrases, idioms is presented in the video, so that they, for example, raise their hand when they hear a particular idiom [7].

Fill in the table

4. Step 4

Watch again the video together because of full understanding.

5. Step 5

At this stage students should do worksheets: fill in the gap, Q/A, role play, write a brief summary.

Goal of this stage –

Use the source code as a basis and support for the development of productive skills in the spoken or written word. What exercises can be used when working with videos? Types of exercises aimed at teaching speaking:

- discussion of the film as a whole;
- an exercise to recover a missed dialogue cue from a movie;
- sketch work with the techniques of the actor's voice;
- compose a sequel;
- advertising of the film.

There are several conditions that must be met when using video resources: video material must match the level of knowledge of students; visualization must be used sparingly, it must be used gradually, and only at the wrong moment of the lesson; video viewing must be organized so that all students can clearly see the material; it is important to highlight significant points; think through explanations in detail while watching the video; the video must be organized so that all students can clearly see the material. Precisely matched to the training material, corresponding to the topic being studied[8].

Conclusion

The aim of this article was to identify the advantages of using video technology in distance learning in English and guide students in the effective use, interpretation, and integration of video source materials. The results of the data analysis showed that the proposed recommendations and

advantages of using video materials received a positive perception from the majority of teachers and students.

In accordance with the student's approach to distance learning in English, the video class uses a wide range of classroom activities to improve students' language skills, especially listening and speaking, i.e.

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INTERNET DISCOURSE AS A WAY OF TEACHING FOREIGN LANGUAGE

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Currently, there is no doubt about the relevance and demand for the integration of the Internet in the process of teaching a foreign language. The use of the Internet significantly expands the range of real communication situations, increases the motivation of students, and allows them to apply the acquired knowledge, formed skills, and speech skills to solve real communication problems.

The main goal of learning a foreign language is the formation of communicative competence, all other goals (educational, educational, developmental) are realized in the process of implementing this main goal. The communicative approach involves learning to communicate and developing the ability to inter-cultural interaction, which is the basis for the functioning of the Internet.

The Internet allows you to effectively solve a number of didactic tasks:
* to form a stable motivation;
* activate students ' thinking abilities;