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HOMEMADE VIDEO IN THE ENGLISH CLASSROOM

Nowadays, when we, teachers, have ceased to be the main source of information for our learners, the task to engage young people in learning and to encourage their agency has become our primary task and major challenge (The CEFR in the classroom, 2020). Technologies have proven to be a reliable support in addressing the shift (Stanley, 2015). Among a great variety of present-day digital tools, video materials remain among the most popular ways to make lessons more appealing (Thornbury, 2017), to provide memorable language presentation (Scrivener, 2011), to scaffolding speaking (Goh & Burns, 2012), etc.

Nevertheless, present-day learners, who can easily access various videos on the internet, aro not easily "hooked" by course book materials which, being designed to appeal to as many learners as possible, can fail to strike the chord with particular learners' immediate interest. On the other hand, videos showcasing familiar locations, people, and routine activities are more likely to draw students' attention and increase engagement. Such videos can be either created by the teacher, or selected from videos recorded by learners themselves. Having accumulated a database of short clips about learners' everyday life and familiar environment, teachers can select appropriate videos for their lessons.

In our experience, we have used homemade videos for such topics as 'Sport', 'Hobbies and Free time', 'Travelling', 'After-school activities', 'Youth life and youth organizations', 'Nature', ' My native village' and so on. We used them for the following purposes:

1)   To help the learners to connect the lesson with real life experience. For example, when the teacher asked students about visiting amusement parks, some children said no. Nevertheless, after watching a video recorded by the teachers during a school trip, they all realized they had had such experience. The same situation took place when the topics "Youth

life and organizations", "Charity events" and "School traditions" were introduced. Short videos provided the learners with understanding that those topics were very relevant for their lives.

2) To present grammar and vocabulary. Videos help to show the actions and their sequences. Since students can remember the actual details of events, it is easier for the teacher to clarify the difference of their usage. For example, a teacher shows a video of a school competitions and introduces *interrupted action in the past*. For the learners it is easy to recollect what exactly each of them was doing when the game started. While working with vocabulary, it could be hard to clarify the meaning of action verbs while using photos. Videos can help to make it more accurate. The teacher shows a video and introduces such sports-related words as *to bounce the ball, to roll the ball, to kick the ball,* etc.

3) To promote speaking and discussion. As children understand that they have had such an experience in their lives, they are able to share it. The teacher should just support them by asking some questions. For example, the teacher shows a video from familiar places and asks pupils to identify seasons. They provide the following ideas: *It is summer but it is cold. Everything is green, the grass is tall on the hill, but Marko is wearing a hoodie.*

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