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Teens' TV in Teaching English: Tips and Trends

В статье рассматривается использование телевизионных программ, предназначенных для подростков, в качестве эффективного ресурса для обучения английскому языку. В связи с изменением образовательного ландшафта и растущим влиянием цифровых медиа в исследовании рассматриваются креативные способы использования телевидения для изучения языка подростками. В статье обсуждаются ключевые стратегии, новые тенденции и практические соображения для преподавателей, стремящихся интегрировать этот увлекательный и культурно значимый инструмент в процесс обучения языку.

***Ключевые слова*:** подростковое телевидение, цифровые медиа в образовании, овладение английским языком, культурная значимость, инновационные методы обучения, мультимедийное обучение, тенденции в образовании

This paper deals into the efficient use of television programs designed for teenagers as a resource for teaching English. In response to the changing educational landscape and the increasing influence of digital media, the study explores creative ways to leverage teens' TV for language learning. The article discusses key strategies, emerging trends, and practical considerations for educators aiming to integrate this engaging and culturally relevant tool into language instruction.

***Keywords*:** teens' TV, digital media in education, English language acquisition, cultural relevance, innovative teaching methods, multimedia learning, educational trends

Adapting to new tools and resources is essential in the field of language education. The article focuses on the connection between language teaching and TV programs designed for teenagers. In a world where technology plays a significant role in education, exploring how teens' TV can enhance language instruction offers promising possibilities. This study aims to share practical tips, teaching approaches, and current trends that can make language learning more engaging for teenagers in the digital age [10, p. 235–238]. By examining the relationship between Teens' TV and English language teaching, this paper aims to contribute valuable insights to the ongoing conversation about innovative language education.

Objectives of Pedagogy

In the context of Russian pedagogy, the integration of Teens' TV into language education aligns with overarching objectives aimed at nurturing well-rounded individuals with a strong command of language and a deep appreciation for cultural diversity. Russian pedagogy, influenced by historical and cultural factors, emphasizes the following objectives:

− Cultural Enrichment: to foster an appreciation for the cultural nuances embedded in the English language. In Russia, where cultural diversity is celebrated, in-

tegrating Teens' TV provides a window into the linguistic and cultural intricacies of the English-speaking world, promoting a more nuanced understanding of language;

– Critical Thinking and Analysis: to cultivate critical thinking skills among students in the evaluation of language content. Russian pedagogy places a strong emphasis on developing analytical skills. Teens' TV, with its diverse narratives and contexts, encourages students to critically analyze language use and cultural representations;

– Language Proficiency and Practical Application: to enhance language proficiency through practical application. Educators strive to equip students with practical language skills. Integrating Teens' TV aligns with this objective by providing authentic language use in real-life scenarios, enhancing students' communicative competence;

– Global Competence: to promote global competence and intercultural communication. Given Russia's global perspective, the integration of Teens' TV supports the development of students as global citizens, capable of engaging with diverse perspectives and effectively communicating in an interconnected world;

– Technology Integration: to embrace and leverage technology for educational purposes. Russian pedagogy recognizes the role of technology in education. Integrating Teens' TV aligns with this objective, utilizing modern tools to engage students and enhance language learning experiences.

By aligning the integration of Teens' TV with these Russian pedagogical objectives, educators can not only enhance language instruction but also contribute to the broader goals of education in Russia, fostering culturally aware, analytically skilled, and globally competent individuals within the digital age.

Theoretical Frameworks

Research studies have explored the effectiveness of using Teens'TV in language teaching and have provided valuable insights into its benefits. One study conducted by A. Khan and J. Keddie examined the impact of incorporating TV shows into English lessons for teenage learners. The findings revealed that students who engaged with Teens' TV showed significant improvements in their listening and speaking skills, as well as their cultural awareness [1, p. 21], [2, p. 46–48].

Another study by J. King and K. Kusumarasdyati investigated the use of TV series in the development of reading skills among teenage English learners. The results indicated that students who read transcripts of TV episodes and engaged in related activities demonstrated higher reading comprehension levels compared to those who used traditional reading materials [3, p. 511], [4, p. 23].

Furthermore, a study conducted by G. Ladson-Billings and D. Larsen-Freeman explored the impact of using Teens' TV shows on vocabulary acquisition. The findings showed that students who actively are engaged with TV shows through vocabulary-focused activities developed a richer vocabulary repertoire and demonstrated improved word recognition skills [5, p. 160], [6, p. 318].

Identifying Learning Objectives

Before incorporating Teens' TV into lessons, it is essential to identify clear learning objectives. These objectives should align with the overall language learning goals of the curriculum and reflect the specific skills and language areas that students need to develop. Here are some examples of learning objectives that can be achieved through Teens' TV [8, p. 205]:

– *Improving listening comprehension skills* (students understand and extract information from authentic spoken English in Teens' TV shows);

– *Enhancing vocabulary acquisition* (students expand their vocabulary by encountering new words and expressions in context);

– *Developing speaking skills* (students will practice speaking fluently and accurately by engaging in discussions and role-plays related to the themes and topics presented in Teens' TV shows);

– *Strengthen cultural awareness* (students will gain insights into the cultural aspects of English-speaking countries by exploring the cultural references and customs depicted in Teens' TV shows);

– *Foster critical thinking skills* (students will analyze and evaluate the messages, themes, and characters portrayed in Teens' TV shows, developing their ability to think critically about media).

By clearly defining these learning objectives, teachers can design lessons that effectively target these specific language skills and competencies.

Effective Strategies for Integrating Teens' TV in English Lessons

Integrating Teens' TV shows into English language lessons can be a highly effective way to engage and motivate teenage learners. By incorporating popular TV shows that resonate with teenagers, teachers can create a dynamic and interactive learning environment that promotes language acquisition and cultural understanding. In this section, we will explore some effective strategies for integrating Teens' TV in English lesson [7, p. 116–125]:

– *Selecting Appropriate TV Shows*

The first step in integrating Teens' TV into English lessons is selecting suitable TV shows. It is important to choose shows that align with the language level and interests of the students. Consider shows that have clear and comprehensible dialogue, relatable characters, and engaging storylines. Additionally, take into account the cultural relevance of the show and ensure it reflects the diversity of the students' backgrounds.

– *Pre-Viewing Activities*

Before watching an episode of a Teens' TV show, it is beneficial to engage students in pre-viewing activities. These activities can help activate prior knowledge, build anticipation, and set the context for the upcoming episode. Teachers can introduce vocabulary related to the show, discuss the themes and topics, and encourage

students to make predictions about the plot and characters. This pre-viewing stage helps students develop a purpose for watching and enhances their comprehension skills.

– *During-Viewing Activities*

While watching the TV show, teachers can incorporate various activities to enhance students' language skills. One effective strategy is to provide students with viewing guides or worksheets that focus on specific language objectives. For example, students can be asked to identify and analyze vocabulary, expressions, or grammatical structures used in the show. They can also be given tasks to complete while watching, such as answering comprehension questions or filling in missing information.

Another engaging activity is to pause the show at certain points and engage students in discussions or debates about the events or characters. This encourages critical thinking and promotes active participation. Teachers can also use the pause moments to elicit predictions or reactions from the students, fostering their ability to express opinions and make references to their own lives.

– *Post-Viewing Activities*

After watching an episode, it is important to engage students in post-viewing activities that consolidate their learning and promote language production. These activities can include discussions, role-plays, or creative tasks that require students to use the language they have encountered in the show. For example, students can be asked to write a dialogue between two characters, create a new ending for an episode, or design a poster advertising the show.

Teachers can also assign writing tasks that require students to reflect on the themes or issues raised in the show. This can include writing reviews, opinion pieces, or even short stories inspired by the TV show. By encouraging students to engage with the content on a deeper level, these activities promote critical thinking, creativity, and language development.

– *Collaborative Projects*

Integrating Teens' TV into English lessons provides an excellent opportunity for collaborative projects. Teachers can assign group projects that require students to work together to create their own TV show or episode. This involves brainstorming ideas, writing scripts, rehearsing scenes, and even filming or performing their production. Collaborative projects not only enhance language skills but also foster teamwork, communication, and creativity.

– *Technology Integration*

Incorporating technology into Teens' TV-based lessons can further enhance the learning experience. Teachers can utilize online platforms or video editing software to create interactive quizzes or games based on the TV show. Students can also be encouraged to create their own multimedia projects, such as video summaries, character profiles, or trailers for the show. By integrating technology, teachers can tap in-

to the digital literacy skills of today's teenagers and make the learning process more engaging and relevant [8, p. 206–208].

– *Assessment and Feedback*

When assessing students' progress in Teens' TV-based lessons, it is important to consider both language proficiency and content understanding. Teachers can design assessments that evaluate students' comprehension, vocabulary acquisition, and ability to express opinions or analyze the show. It is also crucial to provide constructive feedback that focuses on both language accuracy and content engagement. This feedback can help students improve their language skills while also encouraging their interest in the TV show and its cultural context.

By strategically integrating practical examples into language instruction, educators can effectively address Russian pedagogical objectives, offering students a dynamic and culturally enriched language learning experience that extends beyond the classroom. Let's examine the genres of TV series:

– Dramatic TV series (for example, those aimed at a youth audience, such as «Riverdale» and «13 Reasons Why») are typically characterized by intriguing plots and the development of complex characters. Using such genres of youth TV series in the educational process provides students with a unique opportunity to enrich their vocabulary and intensively develop listening skills. These series contribute to the analysis of complex moral and emotional aspects of characters presented in the context of the plot: internal experiences and dilemmas, moral lessons, and relationships between characters. The advantages of using dramatic series lie in visually enhancing the learning process and fostering critical thinking. On the other hand, series can be challenging for students with a beginner-level language proficiency.

– Comedic TV series (for example, «Friends», «Brooklyn Nine-Nine», and «Young Sheldon»), dedicated to a youth audience, offer learners the opportunity to study conversational speech incorporating elements such as humor, irony, and sarcasm. Watching them stimulates the development of skills in understanding and using idioms and colloquial expressions. The benefits include fostering motivation among students through entertaining and engaging content. However, humor can be culturally specific and may be inaccessible to students unfamiliar with certain cultural nuances or idioms.

– Crime and detective series (examples of this genre being youth series like «Teen Wolf» and «Better Call Saul») provide an opportunity to study terminology related to legal intricacies, which can be beneficial professionally for specialists, contributing to the development of logical thinking and analysis skills. Advantages include the development of the ability to analyze evidence and use specific vocabulary. However, some crime plots may be too intense and require prior content adaptation for educational purposes.

– Youth TV series within the genres of science fiction and fantasy (such as «The Witcher» and «Stranger Things») enable the exploration of scientific vocabulary and abstract concepts. These series delve into intriguing philosophical and scientific questions, stimulating interest in science and technology, which serves as a distinctive advantage of this genre. However, some elements of science fiction may be challenging to comprehend and require additional explanations from the teacher or adaptations in the educational process.

In conclusion, this study endeavors to unravel the symbiotic relationship between Teens' TV and English language teaching, offering practical tips, innovative teaching approaches, and insights into current trends. By delving into this nexus, educators can not only enhance language instruction but also bridge the gap between traditional pedagogy and the evolving landscape of digital learning. In doing so, this paper seeks to contribute valuable perspectives to the ongoing discourse on innovative language education, echoing the words of Freire and Gardner in promoting a pedagogical approach that embraces creativity, critical thinking, and a holistic understanding of language in the digital age.

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