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DOI <https://doi.org/10.36059/978-966-397-281-7-38>

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ENGLISH UNITES PEOPLE ALL THROUGHOUT THE WORLD

The term 'Intercultural Communication' is used in at least three distinct ways in the literature. We follow Scollon and Scollon (2000, 2001) in referring to these as «cross-cultural communication», «intercultural communication» and «interdiscourse communication». Studies in «cross-cultural communication» start from an assumption of distinct cultural groups and investigate aspects of their communicative practices comparatively. Studies in «Intercultural Communication» also start from an assumption of cultural differences between distinct cultural groups but study their communicative practices in interaction with each other [3].

Language learning is an important part of intercultural communication. It is fundamentally a socio-cultural experience. In the last few decades,

Information and Communications Technology (ICT) integration and applications have shaped how language is taught and learned.

Due to the rapid development of information technology, not every teacher is ready to integrate computer technology and other multimedia tools into the process of learning foreign languages. This problem is especially true for older teachers, who sometimes find it very difficult to adapt to rapidly evolving technologies.

A necessary prerequisite for the introduction of information technology in the learning process is that every teacher is aware of the fact that the computer is not a mechanical teacher, but is a means to improve and enhance the learning process [4].

It should also be noted that at the current level of development, the computer can take on a large amount of routine work of the teacher, giving him time for creative activity [5].

There are criteria that determine the suitability of technical means of teaching and control for use in English classes:

- there must be a process of increasing productivity and efficiency of the whole learning process;
- management and monitoring of correctness of educational actions of each student;
- increase interest in language learning;
- providing prompt feedback and control of the actions of all students during their studies;

The introduction of computer technology greatly influences the development of textbooks for teachers, as the latest opportunities in the field of graphics will significantly diversify the number and types of exercises. The same applies to presentations prepared by teachers or students. But films have the best effect on students.

Language teachers have been using films in their classes for decades, and there are a number of reasons why film is an excellent teaching and learning tool [2].

1) Learning from films is motivating and enjoyable.

Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

2) Film provides authentic and varied language.

Another benefit of using film is that it provides a source of authentic and varied language. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Film exposes students to natural

expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input.

3) Film gives a visual context.

The visuality of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

4) Variety and flexibility.

Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarizing. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts.

Given the benefits of using film in the language learning classroom, it is not surprising that many teachers are keen to use film with their students, and an increasing number of them are successfully integrating film into the language-learning syllabus. Until quite recently it was difficult to find pedagogically sound film material to help students improve their language through watching film, and teachers had to spend many hours creating their own materials. However, with the advent of the internet there is now a wealth of online resources for both language teachers and their students. With so many resources, it's sometimes difficult for teachers to see the wood for the trees.

5) Lesson plans.

There are many websites and blogs which provide detailed and well-structured lesson plans based on film and television clips, short films and viral videos, which save the busy teacher a lot of time.

This research has given us insights into the benefits when using films in education. The findings demonstrate that there are extensive benefits with the use of films as an educational instrument in a multimodal teaching approach.

Apart from films, there are a lot of international programs that help youth communicate throughout the world and learn English. One of them is ENGIN Program. It is online English program is free speaking practice and cultural exchange for Ukrainians age 10-35. Here are some facts about ENGIN:

- ENGIN was launched in March 2020;

- There are over 8,000 active volunteer participants in program from 80+ countries and 9,000 students from 24 Ukrainian regions;
- Has 86 Ukrainian partners and 65 US partners;
- In 3 months, 85% of students significantly improved English, their average improvement being by 8%;
- In April, ENGIN expanded its program to students aged 13 to 35 and volunteers of any age over 14 [1].

The ENGIN program connects English speakers with Ukrainian students or those who are refugees. Kate Manoff, who is the founder of this program says that a lot of Ukrainians want to learn English for job interviews as many of them have been displaced. «It's just very accessible and universal, so anyone can plug in and form this very close bond one-on-one relationships and really see tangibly the help and impact that they're making», she says.

There are more than 30 online communities on Telegram! Among new communities you will find Poetry Club, Ukrainian Culture, Parenting. Moreover, the ENGIN team has started monthly challenges on Instagram to give students a chance to show off their English skills and win prizes. In addition to that there are a lot of useful webinars.

Both films and programs are amusing to strengthen knowledge and help the youth gain confidence in speaking and broaden their limits. And what is important – make new friends throughout the world and learn something new about different countries!

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