

**SECTION 6. VIRTUAL EDUCATIONAL ENVIRONMENT IN THE
SYSTEM OF PROFESSIONAL FOREIGN LANGUAGE TRAINING**

**THE ROLE OF VIDEO IN TEACHING ENGLISH DURING THE
COVID-19 PANDEMIC**

Gundarieva V. O., Senior Lecturer at Department of Foreign Languages, National Aviation University, Ukraine

Hlutska T. V., Senior Lecturer at Department of Foreign Languages, National Aviation University, Ukraine

Kolesnikovych K. A., Senior Lecturer at Department of Foreign Languages, National Aviation University, Ukraine

Sandovenko I. V., Senior Lecturer at Department of Foreign Languages, National Aviation University, Ukraine

Abstract. This research reveals the role of the video in teaching English during COVID-19. This paper reviews the literature regarding how effective the use of video for distance learning classes is. It stresses on current issues related to the coronavirus pandemic and how this has affected the process of teaching English around the world. The article highlights the advantages and disadvantages of using video in English language teaching. The study highlights the main ways of using video in the learning process. In particular, these are synchronous, asynchronous and hybrid methods of using video in the teaching of English during COVID-19. It also describes ways to use video in the lessons to broaden students' understanding of other nations' cultures for self-development and learning speciality horizons. The problems of teachers in the preparation of English classes, associated with technical knowledge, knowledge of computer programs, and the use of outdated methods of teaching were identified.

1. Introduction

Today, learning English for most countries of the world is a necessity because people in the most developed countries communicate in this language. And since the socio-economic situation in many countries of Europe, Asia, Africa, Latin America is not favourable, for many people studying English and English, in particular, helps solve problems with learning (entering universities, communication with peers), work (adapting to a new culture in a more common for a developed country way, solving current work tasks), leisure (tourism, travel, communication with people).

The emergence of the new COVID-19 virus, which appeared in late 2019 in the Chinese city of Wuhan, has led almost all countries in the world to impose severe restrictions. They affected all areas of society virtually. Airports, train stations, cafes, and restaurants were closed. Employees were transferred to remote

Current theory and practice issues of teaching foreign languages at universities in global digital educational space

work mode. The same severe restrictions were imposed in education. This included the study of the English language. Both teachers and students had to get used to the new normal.

This kind of training had different effects on the participants of education in other countries of the world. Insights from the American Educator Panels has revealed that 44,6% of teachers highlighted strategies to keep students engaged and motivated to learn remotely as the major or very major need [17, p. 9]. Various problems associated with access to online learning have arisen. The main ones among which are:

- 1) Lack of internet access for students;
- 2) Concerns about providing equitable instruction to all students;
- 3) Inability to communicate with students and families. [17, p. 4].

It is suggested that only such factors had a positive impact on the learning process:

- 1) no need to commute to school or university;
- 2) saving the time and money of the participants in the learning process;
- 3) there is an opportunity to improve information and communication technology (ICT) skills.
- 4) visualization helps to memorize material better: both grammatical rules and vocabulary.

Researchers from other countries [13, p. 40] highlight the difficulties with the Internet, especially in hard-to-reach rural areas. Many teachers who had been working with previous methods had to adapt to the new conditions. Exploring new means of communication such as Zoom, WhatsApp, Facebook, Skype, Telegram, and others was difficult for teachers. But most of the studies have yielded positive results [10, p. 38; 21, p. 31].

In particular, Lintang Kusuma and Tono Suwartono [21, p. 31] appeal to the following: the result of the student's response to the use of Telegram Messenger in English class during the COVID-19 pandemic was in the percentage of 81%. It means that Telegram Messenger was beneficial for the students and very effective to be used in English class. The use of the messenger WhatsApp in the process of learning English, according to the study of Tri Wahyuni Chasanatun, Sri Lestari was positive. With the use of Camtasia, Youtube link, and WhatsApp 95% of students are able to write with correct punctuation and use capital letters in their sentences, especially at the beginning of their sentences. Moreover, the students are also able to make sentences with good arrangement by choosing effective words and appropriate order [10, p. 38].

Since the effects of the coronavirus are still affecting learning, the use of the Internet, video, messengers, and other ways to help teachers teach and students learn English is relevant, both in the coming years and in the future, despite the challenges listed above.

Current theory and practice issues of teaching foreign languages at universities in global digital educational space

The role of video in English language teaching, given all of the above, has grown. It has now become a necessity. Video in the process of teaching English can be used in a variety of ways. It can be used in teaching students to introduce the culture of other countries of the world, the sights, the nature, the mentality of people. They allow information to be perceived, saving students' time and money. Videos can be used to learn and build life skills to achieve certain results in different areas of life. They also may focus on the development of lexical and grammatical skills and on the psychological aspect.

2. Literature review

This research is a literature review. This study also highlights the main advantages and disadvantages of using video in English as a Foreign Language (EFL) study during the COVID-19 pandemic.

Research findings of Hadeel A. Saed, Ahmad S. Haider, Saleh Al-Salman, Riyad F. Hussein has shown that YouTube improved EFL students' listening and speaking skills and encouraged them to communicate verbally in English. YouTube acquainted students with native English speakers' culture, which, in turn, enhanced their language proficiency [33, p. 4].

A study by Tri Wahyuni Chasanatun, Sri Lestari also has highlighted the positive role of video in English language learning. It can be concluded that Camtasia, Youtube link, and WhatsApp group is suitable for the teaching and learning process, not only in this pandemic situation but also in online learning. The lecturer/teacher can record the material using a Camtasia recorder, then upload it on the lecturer/teacher Youtube channel, then share and discuss the difficulties through the WhatsApp group [10, p. 38].

Despite the positive experience of using Youtube to teach English, some researchers, in particular, point out the occurrence of specific difficulties. The study revealed that the teachers and students responded positively to the implementation of YouTube videos in learning English in the class. The students acquired several improvements for their achievement in English. The data showed that most of the respondents obtained that the implementation of YouTube videos in learning English gave them better comprehension and understanding of the topic given by their teacher. However, some problems still happen during the performance of YouTube videos. Among the main difficulties was the lack of Internet connection during classes. Teachers need to combine and improve the teaching methods with other methods in order to give students variety and to avoid the flatness in learning English. [9, p. 9].

Gidion Maru, Sahril Nur and Fergina Lengkoan have shown in their research that the use of video in improving students' writing ability, especially writing descriptive text, is effective in the transition period that is before and during the emergence of COVID-19 Pandemic. In spite of the pandemic effect, the use of video remains applicable for teaching [26, p. 416].

Current theory and practice issues of teaching foreign languages at universities in global digital educational space

In another study, Natalia Anggrarini and Ikhbal Faturokhman say the following. Youtube is perceived as an interesting media for learning English because it is supported with moving visuals. It also motivates the students to learn because the explanation in Youtube is perceived as more precise and detailed [7, p. 96]. However, the researchers also pointed out specific difficulties in the use of video. Youtube becomes problematic when the video duration is too long. It can affect students' interest to keep learning from the video. Youtube is also reported as a media that does not support cooperative learning and interaction [7, p. 96].

Veni Roza has concluded that students enjoy studying at home, and so do teachers. They perceive online learning is effective for micro-teaching subjects. Even though at the beginning all are not ready for a difficult situation due to COVID-19, the teaching learning process keeps running well and effectively through incorporating both synchronous learning models, namely zoom and asynchronous one that is YouTube. These are very beneficial for both students and lecturers [42, p. 6].

However, other scholars have observed negative experiences with video conferences during English language instruction. For example, Gökhan Orhan, Ömer Beyhan appeals to specific problems for teachers in particular. The teachers kept traditional teaching techniques in designing lessons and developing materials. Lack of social interaction and eye contact with students; absence of feedback lowered the effectiveness of distance education [29, p. 39].

It can be concluded that most of the English language learning assignments are done with videos, and messengers are used mainly to transmit these assignments to students and to get feedback from them [10, p. 38].

Accordingly, the advantages and disadvantages that we pointed out above concerning English distance learning during the COVID-19 coronavirus pandemic can be fully correlated with the advantages and disadvantages of video in teaching and learning English for EFL and English for Specific Purposes (ESP) students.

Although the study of Zulnaidi Yaacob, Nor Hasliza Md Saad was for a single subject, accounting, the samples were limited to the distance education students familiar with the online learning platforms. Their research has shown that the same factors influenced the acceptance of YouTube content for both study groups: perceived ease of use, perceived usefulness, and social influence [44, p. 1739].

Another study by Nur Syahmina Amalia Ab Razak and Rosseni Din says that the majority of the respondents in their study loved watching videos as they spend more than two hours per day doing so [31, p. 48].

It is also important to remark that all the above studies were conducted during the COVID-19 coronavirus pandemic. This remark indicates their relevance to this study.

It should be said that distance learning of English by video link can be divided into several types [35, p. 31]:

1. Synchronous. When the teacher and the student can see and hear each other simultaneously using the Internet, there is a live online broadcast. The teacher gives a task, and the students at the current moment perform it.

2. Asynchronous. When the teacher gives an assignment by any available means of communication (Internet, mobile communication, etc.), the student performs it remotely without contacting the teacher. He can watch the videos he received via a link and learn English;

3. Hybrid. When both online broadcastings take place, students study the videos they received via a link at any given time.

3. The role of videos in teaching and learning English and basic life skills

The influence of digital videos on our everyday life is undeniable. Online video sharing sites such as YouTube, Vimeo, and Metacafe boast monthly audience numbers in the millions. With digital videos continuing to gain popularity, it seems only natural that this familiar and widespread platform should extend into the education system. Students today are using educational videos as a tool for learning everything: from basic skills - like changing a tire - to the latest dance craze. Remarkably, they make up 92% of the digital video viewing audience. Abstract topics that once seemed difficult to teach and learn are now more accessible and understandable thanks to the availability of effective educational video platforms for online learning. Studies have shown that the use of short video clips allows for more efficient processing and memory recall. The visual and auditory nature of videos appeals to a wide audience and allows each user to process information in a way that's natural to them. In a nutshell, videos are good teachers [8]. They help to form basic life skills and language skills, especially during the COVID-19 pandemic when face-to-face communication with the teachers is limited or even impossible. They are accessible, easy to understand, useful and beneficial, interesting and different in their nature which make the process of learning and teaching easier, more effective and exciting.

Nowadays many teachers are facing problems how to teach not only the English language skills but different life skills. What are these 'life skills'? There's no one widely-accepted definition of life skills, and indeed the term is used quite differently in different contexts. It can refer to those abilities you employ on a day-to-day basis to deal with the practicalities of living, such as cooking, managing your finances or shopping. However, you probably wouldn't expect your English teacher to start giving you cookery lessons! Wider definitions of the terms usually refer to things such as 'psychosocial and interpersonal skills generally considered important' or 'skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking'. Looking at typical lists of life skills will give you a sense of what is usually included, and apart from the ones mentioned so far, you'll find references to active listening, being assertive, persuading, gathering and synthesizing information, managing time, being self-motivated, and setting goals, amongst many others [36].

If you are to be properly prepared for your future professional, academic and social lives, you need to develop your life skills. This is even more important

Current theory and practice issues of teaching foreign languages at universities in global digital educational space

when you are going to be doing some or all of those things in another language, English. You need to learn exactly how we negotiate in English, or how we persuade, challenge or support other people. Of course, this means learning particular forms of expression and phrases commonly used in certain situations, but it also means learning about the cultural assumptions that other people have in those situations [43]. Here is just one example of such YouTube video ‘How to negotiate in English – Business English lesson. Oxford Online English’ which can be used by teachers to help students to learn both English language and basic life skills, such as how to give their opinion, negotiate and persuade people, use some business English phrases and revise some grammar [19].

Thus, life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. They include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals. Life skills touch upon issues that are: real which actually affect people’s lives, topical, sometimes sensitive because they can affect people on a personal level, especially when family or friends are involved, often controversial when people disagree and hold strong opinions about them, ultimately moral if they relate to what people think is right or wrong, good or bad, important or unimportant in society [43].

Why do we need to teach not only English but life skills? Democracies need active, informed and responsible citizens, who are willing and able to take responsibility for themselves and their communities and contribute to the political process. Democracies depend upon citizens who, among other things, are: informed about social and political issues, concerned about the welfare of others, able to clearly articulate their opinions and arguments, capable of having an influence on the world, active in their communities, responsible in how they act as citizens. These capacities do not develop unaided; they have to be learnt. While certain life skills may be acquired through our everyday experience in the home or at work, they are not sufficient to adequately equip citizens for the active role required of them in today’s complex and diverse society. How does training in life skills benefit young people? It helps them to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination, gives them a voice at school and society at large, enables them to make a positive contribution by developing the expertise and experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life [43]. All these issues are very important and should be taken into account while teaching and learning English and basic life skills, and videos are becoming gradually important and helpful in the current situation during the COVID-19 pandemic.

4. The role of videos in teaching and learning English to experience new cultures and broaden students' horizons

During the COVID-19 pandemic people are facing many restrictions, especially if we talk about travelling. It may seem counterintuitive to be learning a language in a world where international travel is indefinitely on hold, but it seems now more than ever people are willing to give it a try. Though it is uncertain when we will be able to travel again, there are still so many benefits to learning a new language. Knowing the language of the country you are in and speaking with locals can have a huge impact on your experience, allowing for full cultural and linguistic immersion. If anything, it can remind us that there is another world outside of our homes, and give us hope for the future that we can freely explore it again soon. But videos and learning English are giving students a good chance to open up a new world, to experience new cultures and broaden their horizons. Videos are free and easy to use, they are a popular starting point for new language learners and those who want to maintain their current language abilities [27].

Videos can bring the outside world to students, introducing different cultures, new places and ideas. They provide a great way to integrate new content and language learning at the same time – giving students the opportunity to learn about a whole range of subjects and ideas, at the same time as learning English [32]. YouTube Education which is free and has no ads, curates YouTube's content for educational purposes and allows teachers to create a playlist that can be shared with students. Some of the favorite playlists are Essential Literature, which gives clear and concise summaries of popular texts, and National Geographic, which has videos of varying lengths about topics ranging from plants and animals to geography, culture and history, customs and traditions. Both of these playlists allow teachers to turn on closed captions so that students can read the text as they watch the video, which is particularly helpful for ELLs [34].

The students can learn more about 15 unbelievable places that actually exist [2], the top 10 best and must-see greatest museums [40] etc., broaden their horizons, develop their listening and speaking skills, develop their vocabulary.

Field trips are fantastic, but budget restrictions, lack of personnel, and even extreme scenarios like the COVID-19 pandemic can make it difficult to get out of the classroom. Fortunately, some video apps and platforms allow educators to integrate new experiences in the classroom without having to take the students out of it. In history class, teachers can take students on a tour of Ancient Egypt. In language arts, a teacher can “interview” an author or explore the setting of the novel your class is reading. Digital field trips open the entire world to the classroom. This makes a richer, more culturally relevant education without the price tag. They offer more ways educators can explore the world with such platforms and apps as *Google Arts & Culture* and *Screenrecastify!* Field trips are a lot of fun – it's always wonderful to see the awe and amazement on a student's face when they see giant turtles swimming in an aquarium, a science concept come

to life, or the artifacts of a long-gone civilization. It may be a long time before we can take in-person field trips again; however, a teacher can replicate this awe and excitement using Screencastify. And when we return to in-person classes, creating digital field trips using Screencastify allows the students to explore the farthest reaches of the globe without ever leaving their classroom [12].

Thus, we can see that the role of videos in teaching English is becoming more and more important during the COVID-19 pandemic. Videos bring realism to the virtual classrooms making the learning process safer, easier, more accessible and exciting.

5. Video in teaching grammar and vocabulary

Video is a useful grammar teaching tool that encourages and motivates students to learn grammar in English. This technological tool has been found to be efficient for grammar instruction because it provides students to learn with rich input, exposes them to authentic language through auditory and visual channels, and motivates them to learn the target language. YouTube videos help students master English grammar and improve their vocabulary.

For instance, the following videos reflect the compulsory elements of the university curriculum; at the same time the videos enable students to familiarize themselves with different variants of the English language such as American, Canadian, Australian and British English.

- *English tenses*. In this YouTube video the teacher will introduce to students all English tenses, giving all the insights learners need to know [6].

- *Modal verbs* [28]. In this video the teacher explains what modal verbs are, the rules and the situations in which students can use each modal verb.

- *Comparatives and superlatives* [11]. This video is a fun English grammar lesson which looks at comparatives and superlatives.

- *Articles*. In this video students will work on their English grammar, specifically on how to use articles [14].

- *Gerunds and Infinitives*. In this video students can go over common verbs that are followed by either a gerund or infinitive [16].

- *Passive voice* [20]. In this video students can learn about the passive voice in English. They can see what it is, how to form it, and how to use it.

- *Conditionals* [37]. Students can master the conditional tense with this fun lesson.

- *Idioms* [1, 3, 5, 15, 30]. These videos can help students speak confidently and naturally, improve both listening and pronunciation, learn new vocabulary, idioms, and expressions, overcome speaking anxiety. They can learn advanced vocabulary with a native speaker.

- *Phrasal verb* [4, 18, 22]. Most English learners find phrasal verbs confusing and scary. In these videos students can learn phrasal verbs, while having fun with movies.

Current theory and practice issues of teaching foreign languages at universities in global digital educational space

- *Useful English vocabulary* [23, 25, 39, 41]. Students studying English for specific purposes can learn travel English for staying at a hotel.

Video is a valuable tool that supplements classroom instruction of grammar. It provides students with an explicit instruction on new grammatical forms and introduces them to an authentic language in a context that shows how forms and rules are used. Students can listen and watch speakers' explanations of new grammar rules and use. Some students say that grammar is boring. Learning grammar in a fun way is also an interesting aspect of video-based grammar instruction. It is enjoyable as learners watch short comedies or plays where actors use new grammatical forms and rules in funny conversations. Students prefer this way of teaching grammar. They will be able to listen to the videos a lot of times and understand the lesson. Videos allow students to watch what the lecturer says about the rules and also can read the writing and see how they use it.

The role of fun in learning grammar during pandemic is undeniable. The funny aspect of learning grammar through videos as opposed to the traditional textbooks in the classroom could change students' opinion about grammar. Some videos can involve short comedies about certain aspects of grammar, such as tenses, modal verbs etc. [24]. We have asked some groups of students about the loveliest part of the videos for grammar. They preferred the comedy when characters appeared to joke and kid about grammar rules. Students enjoy the short comedies because sometimes grammar makes you feel bored so this made them enjoy learning grammar. It is never easy. Therefore, studying grammar through humorous examples, which are illustrated with funny cartoons for instance [38], will help students easily remember the sentences structure, use correct verbs etc.

The great value of video lies in the combination of sounds, images, and sometimes text (in the form of subtitles), together with the socio-cultural information. All this makes it a very comprehensive tool for teaching vocabulary to students. Videos provide significant effects on the students' vocabulary acquisition. Learners have positive attitudes towards the use of videos to facilitate the acquisition of new vocabulary items. Well-selected video materials could enhance students' language learning process as well as increase their motivation to learn the target language.

It is a good idea to learn vocabulary with people from different countries. This is a great way for students to learn about many cultures while increasing their vocabulary and improving their pronunciation.

6. Advantages of videos in teaching and learning

According to all of the above, we can highlight the following advantages in learning English by video:

1. No need to get to school or university. This statement can be a positive factor for both teachers and students, especially if they do not like the atmosphere there;
2. Saving time and money for participants in the learning process. In particular for transportation.

Current theory and practice issues of teaching foreign languages at universities in global digital educational space

3. There is an opportunity to improve their ICT skills. Both teachers and students are learning new features such as Zoom, Google Meet, Viber, WhatsApp, Telegram, Facebook, etc.

4. Video content helps to better involve students in the process of learning English because it is different from the usual routine lessons at school or university;

5. It is possible both to communicate remotely and to comply with government-imposed quarantine measures against the COVID-19 pandemic;

6. The opportunity to study other cultures, cities and countries, history, traditions, landmarks, nature, mentality. This possibility will allow students to adapt better while travelling to the rules, mentality in other countries that are new to them;

7. The teacher can expose features of the speciality better for ESP students as videos are more vivid and easy to understand;

8. Students can develop their life skills much faster using videos in the lessons, as they better perceive the information.

7. Disadvantages of videos in teaching and learning

Based on research by Laura S. Hamilton, Julia H. Kaufman, Melissa Diliberti, and the study of Leli Efriana, the main disadvantages of using video to teach English in a COVID-19 pandemic are as follows:

- 1) Lack of Internet access for students;
- 2) Concerns about providing equitable instruction to all students;
- 3) Inability to communicate with students and families. This can be due to a lack of physical contact with peers as well as with the teacher;
- 4) Lack of technology devices for students;
- 5) Financial constraints;
- 6) Concerns about the privacy of students and families;
- 7) Inadequate access to the Internet or technology among teachers;
- 8) District policies that limit the use of online tools;
- 9) Issues related to collective bargaining contracts [17, p. 4];
- 10) The quality of the video connection depends on the Internet connection. It may not be available at all (e.g. in inaccessible mountainous areas of certain countries) [13, p. 40].

8. Conclusions

Based on the above study, we can conclude that using video in English language teaching during the COVID-19 coronavirus pandemic is essential. Nevertheless, let us remark that in teaching with the help of video, such factors as 1) the professionalism of teachers; 2) the ability to use new technologies by both teachers and students; 3) the need to constantly learn new technologies and regularly apply them in practice; 4) ensuring the technical component of lessons (availability of appropriate computer equipment, availability and quality of Internet connection and other factors); 5) ensuring the safety of classes during the coronavirus pandemic

Current theory and practice issues of teaching foreign languages at universities in global digital educational space

(availability of antiseptics both at home and in educational institutions, regular ventilation of rooms, safety measures) have a significant impact on teaching process. These requirements may vary according to the socio-economic possibilities of the countries. Nevertheless, in the pandemic conditions and due to the positive practice of teaching English with videos for EFL and ESP students, it is necessary to create specific standards for conducting such classes. The teaching would be harmonious for all the participants in all the countries of the world.

It is possible to use videos to teach any English language part: speaking, grammar, vocabulary, reading, and writing. Today's videos are played back in high deminsion (HD): 720 p, 1080 p. This factor allows students to use their visual memory more effectively and engage in the learning process successfully.

Video can eliminate gaps in understanding cultural differences, mentality, history, landmarks, and the nature of different countries. These videos save money and time for students. When students visit other geographical locations, they will already be ready to overcome communication barriers, understand cultural differences, and travel more effectively.

The video allows a more complete and vivid presentation of life skills and the study of various professions. Both the instructor and the students can delve deeper into these issues. The instructor can expose them more to the students, and they, in turn, will absorb the information better through video than through any other medium.

In order to continue the most effective use of video for teaching English in the educational process under conditions of the COVID-19 coronavirus pandemic, in our opinion it is necessary to develop such measures as:

- 1) providing both teachers and students with teaching materials;
- 2) technical provision of classrooms;
- 3) creating conditions for continuous professional development of teachers;
- 4) psychological support for participants in the learning process;
- 5) preparation of new teaching materials that will involve students in the English language learning process to the maximum, increase their interest to the subjects, including those who considered to be ESP;
- 6) ensuring safety through hygiene, antiseptic, vaccination means;
- 7) finding new ways to use video in English language teaching;
- 8) develop state programs that meet all international standards and are constantly updated.

REFERENCES

1. 10 Essential Autumn Idioms. Learn English. Retrieved from: <https://youtu.be/HmfgFKjwLwY> (accessed 3 October 2021).
2. 15 Unbelievable Places that Actually Exist. Retrieved from: <https://www.youtube.com/watch?v=pFoty21X370>.

Current theory and practice issues of teaching foreign languages at universities in global digital educational space

3. 6 NEW English IDIOMS. Business English Vocabulary. Retrieved from: <https://youtu.be/I7Vkt1TxT0M> (accessed 25 January 2021).

4. A Fun Way to Learn 50 English Phrasal Verbs with Examples! Retrieved from: <https://youtu.be/B0heWo1XGhc> (accessed 28 April 2021).

5. Advanced Vocabulary with a Native Speaker. Retrieved from: <https://youtu.be/j9gIk9g5dyM> (accessed 7 March 2021).

6. ALL English Tenses in 20 Minutes - Basic English Grammar. Retrieved from: <https://www.youtube.com/watch?v=d0wV9EC3t14> (accessed 20 September 2020).

7. Anggrarini Natalia; Faturokhman Ikhbal (2021) Students' Perception on the Use of Youtube in English Language Learning During Pandemic in Wiralodra University. *Journal of English Language and Language Teaching*, vol. 5, no. 1, pp. 86-99.

8. Bevan M. Why videos are important in education. Retrieved from: <https://www.nextthoughtstudios.com/video-production-blog/2017/1/31/why-videos-are-important-in-education> (accessed 25 March, 2020).

9. Cahyana A.A.C. (2020) The Use of Youtube Video in Teaching English for Foreign Language at Vocational High School. *JPBII*, vol. 8, no. 2, pp. 1-11.

10. Chasanatun Tri Wahyuni, Lestari Sri (2021) The Use of Camtasia Video, Youtube, and WhatsApp in Online Teaching During Pandemic Situation. *English Teaching Journal: A Journal of English Literature, Linguistics, and Education*, vol. 9, no. 1, pp. 34-39.

11. Comparatives and Superlatives - English Grammar Made Easier. Retrieved from: <https://www.youtube.com/watch?v=StVrXz6IfTQ> (accessed 15 November 2020).

12. Crook L. Ten reasons to use video in your classroom this year. Retrieved from: <https://www.screencastify.com/blog/explore-the-world-with-screencastify> (accessed 25 September, 2020).

13. Efriana Leli (2021) Problems of Online Learning during COVID-19 Pandemic in EFL Classroom and the Solution. *JELITA: Journal of English Language Teaching and Literature*, vol. 2, no. 1, pp. 38-47.

14. English Articles - 3 Simple Rules to Fix Common Grammar Mistakes & Errors. Retrieved from: <https://youtu.be/uU-RbEEolw0> (accessed 10 December 2020).

15. Fall Idioms to Help Build Your Vocabulary. Retrieved from: https://youtu.be/FpjqN_qixvg (accessed 15 September 2021).

16. Gerunds vs Infinitives. Advanced Grammar Lesson. Retrieved from: <https://youtu.be/U8OG1qWCqeE> (accessed 12 February 2021).

17. Hamilton, Laura S., Julia H. Kaufman, and Melissa Kay Diliberti, Teaching and Leading Through a Pandemic: Key Findings from the American Educator Panels Spring 2020 COVID-19 Surveys, Santa Monica, Calif.: RAND Corporation, RR-A168-2, 2020. As of September 24, 2021. Retrieved from: https://www.rand.org/pubs/research_reports/RR-A168-2.html (accessed 22 September 2021).

Current theory and practice issues of teaching foreign languages at universities in global digital educational space

18. How to Learn Phrasal Verbs Easily (+8 Examples). English Grammar with TV Series. Retrieved from: <https://youtu.be/WjMBoIfp-xA> (accessed 20 May 2021).
19. How to Negotiate in English - Business English Lesson. Retrieved from: <https://www.youtube.com/watch?v=-3mFnAk9sbw>.
20. How to Use the Passive Voice in English - English Grammar Lesson. Retrieved from: <https://youtu.be/CmqOXaSupFo> (accessed 18 March 2021).
21. Kusuma Lintang (2021) Students' Response to The Use of Telegram in English Class During COVID-19 Pandemic. *Journal of English Education and Applied Linguistics*, vol. 10, no. 1, pp. 20-36.
22. Learn 7 Advanced Phrasal Verbs with Doctor Strange. Retrieved from: <https://youtu.be/mJHR-D3GQ0Q> (accessed 4 June 2021).
23. Learn English - Travel Vocabulary. Retrieved from: <https://youtu.be/A-63Yawo0zI> (accessed 19 September 2021).
24. Learn English Grammar with TV Series. Present Simple vs. Present Continuous Tenses. Retrieved from: <https://youtu.be/ELLCFbomiio> (accessed 5 April 2020).
25. Let's Learn English at a Hotel! An English Travel Lesson with Subtitles. Retrieved from: <https://youtu.be/MYX7RVOF3Yc> (accessed 1 October 2021).
26. Maru Gidion, Nur Sahril, Lengkoan Fergina (2020) Applying Video for Writing Descriptive Text in Senior High School in the COVID-19 Pandemic Transition. *International Journal of Language Education*, vol. 4, no. 3, pp. 408-419.
27. Meredith T. Exploring a closed world: Language learning during the pandemic. Retrieved from: <https://badgerherald.com/artsetc/2021/02/24/exploring-a-closed-world-language-learning-during-the-pandemic/> (accessed 24 February, 2021).
28. Modal Verbs. MUST CAN WOULD SHOULD MIGHT WILL COULD SHALL MAY. Retrieved from: <https://www.youtube.com/watch?v=BT3JbwlpQxU> (accessed 12 October 2020).
29. Orhan Gökhan, Beyhan Ömer (2020) Teachers' Perceptions and Teaching Experiences on Distance Education Through Synchronous Video Conferencing During COVID-19 Pandemic. *Social Sciences and Education Research Review*, vol. 1, no. 7, pp. 8-44.
30. Popular Idioms & Expressions. American English. Retrieved from: https://youtu.be/9_Ti0Fss3II (accessed 20 February 2021).
31. Razak Nur Syahmina Amalia Ab, Din Rosseni (2020) Video Usage among Secondary School Students during the COVID-19 Pandemic. *Universal Journal of Educational Research*, vol. 8, no. 11, pp. 43-48.
32. Roslaniec A. 5 benefits of using video in class. Retrieved from: <https://www.english.com/blog/5-benefits-of-using-video-in-class/> (accessed October 26, 2018).
33. Saed Hadeel A., Haider Ahmad S., Al-Salman Saleh, Hussein Riyad F. (2021) The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, no. 7, pp. 1-6.

Current theory and practice issues of teaching foreign languages at universities in global digital educational space

34. Schwartz L. Helpful Online Resources for Teaching ELLs. Retrieved from: <https://www.edutopia.org/article/helpful-online-resources-teaching-ells> (accessed 21 April, 2020).

35. Syahria Nukmatus (2020) Teaching during COVID-19 pandemic: what should educators do to save nations' educational crisis? *Journal of language and language teaching "Lectio"*, no. 12, pp. 29-40.

36. Taylore-Knowles S. Life skills and language learning. Retrieved from: <https://www.macmillandictionaryblog.com/life-skills-and-language-learning> (accessed 13 February, 2021).

37. TEST: How to Use the Conditional Tense. English Grammar with TV Series. Retrieved from: <https://youtu.be/aI9XSc1f-Xo> (accessed 10 April 2021).

38. The funniest way to learn English grammar - Present Perfect. Retrieved from: https://youtu.be/DIDS27Ji_KI (accessed 16 May 2020).

39. The Hotel. Learn Travel English with Friends. Retrieved from: <https://youtu.be/UcXUHTHcEMM> (accessed 25 September 2021).

40. Top 10 Best and Must-see Greatest Museums in the World. Retrieved from: <https://www.youtube.com/watch?v=JSkDOiQGNPA>.

41. Useful English Vocabulary for Hotel stay & Accommodation - Free English Lessons Online. Retrieved from: <https://youtu.be/XHcw31T44u0> (accessed 8 September 2021).

42. Veni Roza (2021) Incorporating both Zoom and YouTube in Micro Teaching Class during the COVID-19 Pandemic: An Effectiveness Investigation. *Journal of Physics: Conference Series*, vol. 1779, pp. 1-10.

43. What are life skills and why teach them? Retrieved from: <https://www.britishcouncil.gr/en/life-skills/about/what-are-life-skills>.

44. Yaacob Zulnaidi, Hasliza Nor, Saad Md (2020) Acceptance of YouTube as a Learning Platform during the COVID-19 Pandemic: The Moderating Effect of Subscription Status. *TEM Journal*, vol. 9, no. 4, pp. 1732-1739.