



## Review Article

# Sechenov University: The Ways We Teach Medical French Using Authentic Audio Visual Aids for Exchange of Experience.

Irina ANTONOVA<sup>1</sup>, Zoya SNEZHKO<sup>1</sup> & Yuliya ANOHINA<sup>2</sup>

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### Abstract

The article considers the potential application of authentic video materials in teaching medical French and special aspects of their usage implemented by “Practical Course of a Second Foreign Language” as part Master's Degree Program in Linguistics in Sechenov University, Moscow. The relevance of the topic is confirmed by the implementation of the methodology to provide future masters with general cultural and professional competencies. The keen interest of the majority of students in foreign-language television and Internet broadcasting encourages them to learn foreign languages. When used appropriately audio visual aids encourage teaching and learning process, increase students’ motivation and make the lesson more interesting and dynamic. The great curiosity to the described type of activity expressed by the postgraduate students is especially worth mentioning.

### Keywords:

authentic video materials, French for Medical Purposes, teaching and learning process, Sechenov University

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<sup>1</sup> I.M. Sechenov First Moscow State Medical University of the Ministry of Health of the Russian Federation (Sechenov University), Institute of Linguistics and Intercultural Communication, Moscow, Russia. E-mail: [rektorat@sechenov.ru](mailto:rektorat@sechenov.ru) Corresponding Author: [arina50180@yandex.ru](mailto:arina50180@yandex.ru) ORCID Number 0000-0003-1858-7252

<sup>2</sup> I.M. Sechenov First Moscow State Medical University of the Ministry of Health of the Russian Federation (Sechenov University), Russian State University for the Humanities. E-mail: [lett.youlia@mail.ru](mailto:lett.youlia@mail.ru)

## Introduction

Changes in public consciousness have predetermined the imperative necessity to introduce new educational technologies in the process of teaching foreign languages. Telecommunications and networking media are changing the way information is learned and assimilated, opening up new perspectives for the integration of various activities, thus contributing to the achievement of learning goals that are significant nowadays. New information technologies enable to achieve pedagogical goals aimed at developing the intellectual and creative potential of students. Regarding new educational standards, it is expected to adopt new information technologies in the classroom and out-of-classroom process of teaching a foreign language.

Nowadays the demands on the level of foreign language proficiency in higher education keep growing. The use of innovative methodologies and techniques therefore provides potential benefits to improve the efficiency of the educational process. Furthermore, using audio visual aids in a foreign language lesson has now become a necessity as they help to increase students' interest and motivation.

### **Relevance of Authentic Video Materials Usage in Relation to Current Requirements in the Development of Language Disciplines**

Innovation has proved to be a significant part of modern educational process; it is seen not only in changing of the education content, but also in the application of new methodologies of a foreign-language teaching process in high school.

In today's world no activity is possible without knowledge of foreign languages, as only a foreign language allows a professional to explore and use the cutting-edge achievements in further research and scholarly activity, as well as to contribute to the development of any scientific problem (Gorbunova, & Farhutdinov, 2014).

Forming key competencies in the "foreign language" discipline requires active inclusion of information and communications technologies in the educational process: digital, educational and Internet resources, audio and video materials, specialized software, the use of modern hardware: computers, projectors, interactive whiteboards (Demenko, 2012).

Compared to other aids, such as audio materials, textbooks or a familiar blackboard, video is a relatively new tool for foreign language teachers, which "makes learning more meaningful and more exciting" (Brinton, D.M., 2001.). Yet numerous studies were carried out in France and Yugoslavia by supporters of the nascent audiovisual method as early as in the 1950s. Prominent French psychologists J. Mialare, C. Malandin, J. Genaud, W. Ferenzi devoted their numerous works to the role of images in speech understanding (Gez, 2008). It was concluded that speech and image do not always completely overlap each other. And the image itself in the audiovisual material has a triple meaning, being a conventional symbol of speech, linking the verbal expression with the real situation and facilitating the acoustic memory. However, "I hear what I see" principle

requires the exclusion of those language signs that cannot be compared with the described objects and phenomena; but it is not always possible as this restriction makes speech unnatural due to the presence of specific and abstract words. Audio and visual channels, when used at the same time, can either complement or hinder each other while processing and remembering the content of an authentic video. In general, visual images are better stored in memory than verbal ones, and all events are remembered better if the audio and video components are closely related. This is the case, for example, when the video illustrates the speaker's words; it can duplicate or even replace certain parts of an audio statement. Thus video improves the efficiency of listening skills in the learning process.

The use of authentic video materials in the classroom intensifies and optimizes the learning process, increases students' motivation and their skill level. (Povarnicyna, 2018).

In the late 1970s, video technology became broadly available for the first time, but video materials focused on teaching a foreign language were introduced only a few years later. Some 20 years after, video became a popular teaching aid although it was not much used in everyday practice as many had expected.

Today, we have access to satellite and cable television programs, many of which are broadcast in a foreign language, which provides excellent opportunities to develop and improve various skills (Pichugova, 2015).

The linguistic and didactic value of authentic video materials as a means of language learning is that they synthesize all other visual aids: movies, phonographs, drawings, tables, graphs, objects, and increase their presentation. It is due to the use of authentic video films that students deal with different types of visualization: subject, language, situational, mimic and gesture. In addition, authentic video materials allow to semanticize the monolingual vocabulary and to vary teaching methods.

### **Principles of Working with Authentic Learning Tools**

The concept of authenticity itself has been incorporated into the teaching of a foreign language together with the communicative method, the strategic direction of which was the teaching of communication in real life situations, so different researchers distinguish the following levels of authenticity of educational materials.

- Non-authentic (i.e. artificially created by developers for teaching a foreign language);
- Partially authentic (i.e. shortened, rebuilt or rephrased to fit the curriculum);
- Authentic (written, spoken for their own needs and not for educational purposes);
- Original (excerpts of artwork and poetics).

In terms of methodological changes of authentic material for educational purposes, we assume that they can be used in some cases, and sometimes if they do not compromise the authenticity they are even necessary. Such changes can be

illustrated by a shortening of an authentic video, which in no way affects its vocabulary, phraseology, grammar, coherence of the text, its naturalness and others. In a learning environment there is no need to watch or listen to authentic video or audio from beginning to end to provide authenticity. Methodologically, it is even more reasonable to demonstrate only the main point, the crux of the problem, which is discussed in TV or radio program.

Regarding news blocks, it is common for a report on a particular topic or issue to last no longer than 2-4 minutes and cover the entire topic or issue. Such a length of video material presentation in the classroom is quite justified, and a TV report, taken separately from a news report, where it is usually not thematically related, still remains an authentic video document. When demonstrating vocal acts in an authentic atmosphere with the presence of a cultural component of the language, students get acquainted with the usage of speech, connotative vocabulary, realities, mimics, and gestures. Authentic video materials help recreate original verbal communication, ensure the dynamics of the image and provide a synchronous supply of information by sound and image rows. The effect of presence or complicity promotes empathy and stimulates speech activity.

T. Gordon has identified several issues that can complicate the learning process. She has paid particular attention to two of them: the reliability and availability of audiovisual learning aids. Firstly, the hardware or software may fail during the lesson, which can lead to students' loss of interest, teacher's embarrassment, and a loss of valuable time. It is therefore advisable to have an additional lesson plan without any audiovisual aids, which will help to avoid stressful situations and to continue the lesson. Secondly, there may be integration problems, such as video, due to unavailability or lack of equipment for some reason (Gordon, 2006).

It is recommended to follow a three-step model when working with authentic video materials. In the methodological literature these steps are referred to as the previewing, viewing and post-viewing stages. On the one hand the presence of all three steps in a video facilitates its perception, and on the other it helps to consolidate skills in new situations. Developing of exercises for all stages of work on the video is therefore an extremely important methodological task (Titova, 2011).

The main objective of the first stage (pre-viewing) is to provide students' motivation. First of all, it is necessary to set them to carry out the task, actively engaging them in the learning process; to resolve possible problems with understanding of the text and prepare students for successful completion of the task. The following tasks can be offered at this stage: various options for anticipating the content of the text, based on the generalization of previously obtained knowledge on the topic, the features of the title, a cursory view of the film without sound, a list of new words with a translation or definitions presented

before the video, true / false statements, etc. It is necessary to introduce new vocabulary and give examples of each new word, it is also important to explain the most complex grammatical structures, help to recognize them in the context and to establish the interaction of the original form (e.g., an infinitive) with the actual form in a particular sentence (temporal-aspectual form of verb, the verb conjugation).

The purpose of the viewing stage is to form skills and develop mechanisms of listening, to ensure the further development of socio-cultural competence of students regarding the possibility of foreign language communication. At this stage we offer tasks aimed at searching, selecting, recording, and transforming certain language material: vocabulary, grammar, and phonetics. In this case, it is not the formulation of the task itself but the content of the exercise that ensures a certain degree of efficiency and justifies the choice of the given exercise. Examples of such tasks could be: watching a video clip and choosing foreign equivalents for Russian words and phrases and vice versa; filling in the gaps in sentences with the words and phrases you need; recording all the adjectives (nouns, verbs, etc.) that were used in the video with a given noun; recording verbs from the list in the grammatical form in which they were used in the text; selecting synonymous expressions that were (were not) used in the text of the video; choosing the right answers to questions, retelling, etc.

The purpose of the post-viewing stage is to use the original text as a basis for enhancing language skills in oral or written speech. The stage may include the following tasks: asking and answering questions; making a plan for retelling; word-by-word, concise, and detailed retelling; giving comments on the content; giving extra details and continuing of the text; making a similar text; preparing monologues and dialogues on the topic of the text; and role-plays based on the plot of the video.

In the case of a television program involving a speaker or presenter, such as a talk show, elements of the game can be exemplified by building storylines, which is also relevant for news blocks or television reports, as well as for popular science documentaries, where an anchor may have a role to play.

### **Using Authentic Audio-Visual Aids in Teaching Medical French and Special Aspects of Their Usage Implemented by “Practical Course of a Second Foreign Language” as Part Master's Degree Program in Linguistics in Sechenov University, Moscow**

In 2014, Sechenov University implemented the Master's Program in “Foreign Language and Intercultural Professional Communication”. This Program promotes and strengthens Russian medical elite - highly trained health professionals who can speak two European languages, participate in international professional cooperation and have excellent communicative skills. There has been the sixth recruitment of students to the Master's Program in the 2019/2020 academic year. About twenty – twenty five

applicants join the Program annually and it becomes more and more popular year by year. We have already had five successful graduations and our graduates and even senior students are demanded on the market and have very perspective proposals from employers.

The implementation of the Linguistics program was focused on teaching foreign languages and professional communication to future health professionals.

French is offered to future masters as a second foreign language.

The keen interest of the majority of students in foreign-language television and Internet broadcasting provides great motivation. The great curiosity to the described type of activity expressed by the postgraduate students is especially worth mentioning. These students are highly interested in authentic reporting, especially when the teacher manages to find professionally oriented material. A report by the French TV channel TV5 MONDE on new methods of treatment of leukemia in children and adolescents, or a radio interview by Canal Académie with a professor at the Pasteur Institute on antibiotic-resistant bacteria and a professor at the Institute of Tropical Medicine and Infectious Diseases and the development of a vaccine against influenza A could be examples of such materials.

It should be noted that while watching authentic videos the cognitive activity of students is activated and independence factor is increased. Authentic audiovisual aids synthesize all kinds of visualization (visual, auditory, motor, mixed, linguistic, situational-model, subject, image and others). Even the background against which speech communication takes place (natural noises) has its cross-cultural value. Authentic audiovisual materials can provide distance immersion to an authentic foreign-language environment. These materials contribute to the creation of an oral-speech model, imitation of natural communication, development and improvement of skills of communicative competence, and, what is extremely important, skills of monological expression in the conditions of professionally-oriented communication.

Important benefits of authentic video materials are their topicality, documentability and authority provided by the reliability of the source of information. When students can understand the unadapted materials intended for native speakers and realize that after a certain training under the guidance of a teacher, understanding of the real language is quite achievable, their motivation to learn is constantly increasing. The use of authentic video materials leads to the use of tasks that take into account the realities of foreign-language culture and the peculiarities of professional communication of foreign colleagues. The real speech activity of a native speaker is presented in an adequate form and the verbal behavior of a specialist is demonstrated. According to the theme, students can observe foreign colleagues' way of life, the way they dress, and behave in different situations. Such examples include videos and exercises from the training manuals "Le français des médecins" and "Le français des infirmiers". Students are encouraged to watch videos and complete exercises.

**Pre-viewing stage:**

Regardez la vidéo 3 en entier une première fois avant de faire les exercices suivants.

**Viewing stage:**

Regardez de nouveau la vidéo 3 (du début à 00:42) et remplissez le tableau ci-dessous sur le personnel médical du service.

**Tableau 1.**

*Nombre et Fonctions des du Personnel Médical du Service*

Nombre	Fonction des médecins
2	
	PH mi-temps
2-3	internes

Regardez la suite de la vidéo 3 (II à 01:34). *Que doit faire l'interne dans le service?*

On lui demande de ...

1. suivre le tour
- 2.
- 3.
- 4.
- 5.
- 6.

Parmi tous les médecins mentionnés, lesquels sont des "seniors"?

Regardez la suite de la vidéo 3 (II à 02:48). *Quel est l'emploi du temps des médecins dans le service de réanimation?*

Remplissez le tableau suivant.

**Tableau 2.**

*Horaires et Actions des Médecins Dans le Service de Réanimation*

Horaire	Actions
06 h 00	
08 h 00	Retour des bilans
08 h 30	
09 h 00	
11 h 00	
13 h 00 - 14 h 00	Fin du tour en cas de problèmes complexes
18 h 30	
19 h 30 - 20 h 00	

NB. Pour éviter toute confusion, l'heure est souvent donnée en 24 h à l'hôpital, non en 12 h comme dans la vie courante.

*Regardez la suite de la vidéo 3 (II à 03:14). Quels stages hospitaliers l'interne a-t-il déjà faits?*

Semestre\* 1: médecine interne

Semestre 2:

Semestre 3:

Semestre 4:

\* En France, les stages d'internat durent six mois. On les appelle des semestres.

*Regardez la fin de la vidéo 3. Listez les gestes techniques que l'interne sait déjà faire et ceux qu'il veut apprendre ou améliorer.*

### Tableau 3.

#### Gestes Techniques

Il sait faire	Il veut apprendre
1. les voies veineuses centrales fémorales et sous-clavières	1.
2.	2. éventuellement, encore quelques PIC
3.	3.
4.	
5.	
6.	
7.	

#### Post-viewing stage:

*Regardez de nouveau la vidéo 3 en faisant une pause à chaque fois que cela est nécessaire pour répondre aux questions suivantes.*

1. Combien de temps le stage dure-t-il?
2. A quel stade de ses études interne est-il?
3. Quelle spécialité a-t-il choisie?
4. Quelle est la fonction du médecin qu'il rencontre?
5. Comment doit-il s'habiller pour visiter le service? (T. Fassier, S.

Talavera-Goy, 2008)

In our opinion, watching the videos and working through the exercises below provides students with greater awareness of their profession:

*Regardez les quatre extraits de la vidéo d'entretien d'embauche et complétez le CV du candidat avec les informations entendues.*



Nom:

.....

Date de naissance:

.....

Situation de famille:

.....

Autre information administrative:

.....

## **EXPERIENCE PROFESSIONNELLE**

### **1. STAGES**

**Structure d'accueil 1:**

.....

Stage:

.....

Période:

.....

**Structure d'accueil 2:**

.....

### **2. AUTRES EXPERIENCES**

**Structure d'accueil:**

.....

Profession:

.....

Période:

.....

## **FORMATION**

Année:

.....

Diplôme:

.....

Lieu:

.....

Regardez la partie de l'entretien sur l'organisation du Groupement hospitalier Est (GHE) où doit travailler l'IDE, puis répondez aux questions.

1. Que signifie PAM?

.....

2. Quels sont les deux PAM de l'hôpital Femme-Mère-Enfant (HFME)?

.....

3. Que traite le PAM de l'hôpital cardiologique Louis Pradel?

.....

4. Combien de PAM y a-t-il au total sur le Groupement Hospitalier Est?

.....

Le cadre supérieur décrit au candidat la répartition des services de l'hôpital neurologique. Regardez la vidéo et répondez aux questions.

1. Citez les quatre spécialités du PAM neurologique:

-

.....

-

.....

-

.....

-

.....

2. Nommez les services de pointe.

a.

.....

b.

.....

c.

.....

d.

.....

e.

.....

f.

.....

g.

.....

3. Indiquez le nom de deux hôpitaux dont le service d'urgences est lié à l'hôpital neurologique.

-

.....

.....

*Le cadre supérieur demande au candidat de lui décrire son attitude au travail. Regardez la vidéo puis, parmi les adjectifs ci-dessous, choisissez ceux qui semblent définir le mieux la personnalité du candidat.*

- adaptable
- autoritaire
- directif
- discret
- dynamique
- extraverti
- fédérateur
- impulsif
- introverti
- motivé
- observateur
- passif
- sociable
- travailleur

*Le cadre supérieur explique au candidat les étapes de l'embauche à l'hôpital public. Regardez les deux extraits de la vidéo, puis complétez les étapes.*

Etape 1.

.....

Etape 2.

.....

Etape 3.

.....

Etape 4.

.....

Etape 5.

.....

Etape 6.

.....

Etape 7.

.....

Etape 8.

.....

(S.Talavera-Goy, N. Gardette-Tria, C. Perez, 2016)

## Conclusion

The benefits in using aids in teaching a foreign language range from drawing attention and motivating students to participate in discussion to helping them to retain information for further use.

The use of authentic video materials helps organize a dialogue between native and foreign cultures. However, the complexity of the language content and the increased speech rate make it more appropriate to use such means on the post-graduate level while learning a foreign language in the sphere of professional communication.

It should be noted that the dynamism of the video film, its emotional impact on students, the opportunity to recreate the linguistic and cultural atmosphere, and finally, the educational value are the main didactic signs of using video in the learning process (Chikunova A.E., 2011).

Therefore, video materials enable a more successful implementation of the known didactic principles in education, help expand the potential of the teacher in explaining the linguistic and extra-linguistic plan and intensify the learning process as a whole.

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## Biodata of the Authors



**Irina Antonova** is a Senior Lecture, Institute of Linguistics and Intercultural Communication, Sechenov First Moscow State Medical University of the Ministry of Health of the Russian Federation (Sechenov University), Trubeckaya Street No.8, Moscow 119991, Russia.

**E-mail:** [arina50180@yandex.ru](mailto:arina50180@yandex.ru), [antonova.is@1msmu.ru](mailto:antonova.is@1msmu.ru)

**Phone:** +79859687911

**ORCID ID:** <https://orcid.org/0000-0003-1858-7252>



**Zoya Snezhko** is a Senior Lecture, Institute of Linguistics and Intercultural Communication, Sechenov First Moscow State Medical University of the Ministry of Health of the Russian Federation (Sechenov University), Trubeckaya Street No.8, Moscow 119991, Russia.

**E-mail:** [zoya.snezhko@gmail.com](mailto:zoya.snezhko@gmail.com)

**Phone:** +79685540660



**Yuliya Anohina** is a PhD in Philology, Associate Professor, Institute of Linguistics and Intercultural Communication, Sechenov First Moscow State Medical University of the Ministry of Health of the Russian Federation (Sechenov University), Trubeckaya Street No.8, Moscow 119991, Russia.

**E-mail:** [lett.youlia@mail.ru](mailto:lett.youlia@mail.ru)

**Phone:** +79169135130

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