

Psychological Difficulties during the Covid Lockdown: Video in Blended Digital Teaching Language, Literature, and Culture

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Abstract

The recent COVID-19 pandemic has caused an urgent necessity for higher education institutions and their teaching staff to move the educational process online in the shortest possible time. It should be admitted that higher education worldwide is changing, and institutions face challenges when adapting to the new COVID-19 reality – blended digital teaching and learning. They are tackling several issues connected with the essence of virtual education, its technical aspect, and students' learning environment. During COVID-19 lockdown, teachers have to prepare and deliver their classes from home, simultaneously coping with numerous professional and technical challenges, often without any appropriate support. In addition to that, they were lack of technology literacy, professional knowledge, and experience needed for successful E-teaching. Besides, a new mode of blended digital teaching and learning also made them consider technical and administrative aspects of the current educational process, namely to use new educational platforms and tools, organize active workflows, and work out critical educational principles to design and facilitate practical online experiences. Along with the challenges that the teachers face in such conditions, they should be able to cope with the stress and psychological disorders of pupils and students. The article emphasizes the abnormal psychology of youngsters (pupils and students) as the result of stress and anxiety that appeared during Covid lockdown – the application of psychological science to understanding and treating mental disorders – and the use of video as a productive means of avoiding psychological disabilities. The research objective is to prove that video is an effective educational tool for avoiding psychological difficulties in blended digital learning during COVID-19 lockdown while teaching foreign languages, literature, and culture. Special attention is paid to psychological strategies of overcoming stress during COVID-19 lockdown, as well as to effective ways to students' adapt to a virtual learning environment, development and implementation of anti-stress methods, which heighten their motivation. The article also heads on and explores potential solutions to educational problems that one can encounter in the new educational process at the post-COVID-19 epidemic period, such as the quality of education offered, its cost and availability, internationalization, and employability.

Keywords: blended, Covid lockdown (COVID-19), culture, digital teaching, disabilities, language, literature, psychological, video, Ukraine.

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Introduction

The COVID-19 pandemic has been the main reason for the significant disruption of current education systems throughout the world and impacted approximately 1.6 billion learners in 190 countries or even more. Closed schools and other educational facilities have amounted to 94 percent of students worldwide, while almost 99 percent of them in low-income countries. The COVID-19 crisis is increasing education differences due to reduced opportunities for learners mostly living in poor or rural areas with no access to the Internet. It is clear that in a predominantly "developed" country, new technologies and approaches are layered upon older ones. However, one can see teachers and students of "less developed" countries that would happily switch places. Hence, contemporary education depends on our perspective: one country's education crisis may be another country's aspiration (Babalyuk, Koliasa, Kushlyk, Smaglii, 2020)

However, it is assumed that after a short period of shock and a rather quick reorganization of the educational process, in current higher education worldwide, numerous innovative ideas are introduced, which had been worked out to support education systems in general, and training continuity in particular, such as special radio lessons, television educational programs, and take-home packages. Distance learning solutions were developed by governments and partners worldwide, including the Global Education Coalition established by UNESCO.

To hamper the spread of the COVID-19, in most countries, educational facilities have decided to suspend in-person teaching and learning temporarily and commence remote learning. Here we can trace some differences, which had been prompted, to our minds, by the peculiarities of the coronavirus spread in different countries. For example, in many countries (Malta, Portugal, Ireland, Ukraine), all educational establishments have been closed, since the beginning of March 2020, while in others (most of China and South Korea), this restriction was canceled since January 2020. In several countries, the formal education system was not re-opened, while in others (e.g. Denmark, Germany, France, Greece, Poland,) the standard education facilities have been successively re-opened already in April/May to enable their students' assessment and certification. These irregularities can be explained by different medical recommendations for de-confinement, which vary from country to country.

The COVID-19 epidemic has caused the closure of schools and universities all around the world. But as our observations show, in weak education systems, this interruption in the school academic year affected the students sufficiently. They had limited conditions to continue their education at home. In advanced education systems, online teaching has been provided through recorded lectures and online platforms. As a result, the blended digital teaching/learning during the COVID-19 lockdown caused modern teaching technologies to expand the scope of the educational process, broaden its practical orientation, contribute to the intensification of students' independent work, increasing their cognitive activity (Babalyuk et al., 2020).

However, these types of learning and teaching have been postponed by some universities, due to the lack of Information Technology (IT) infrastructure. In addition to that, there were also problems with adjusting semesters and academic calendars, as some programs due to their nature, can be successfully implemented online, and some cannot. These reflections may turn out to be helpful to policymakers in elaborating current interventions and strategies, whose objective is to reduce the harmful consequences of the COVID-19 pandemic.

The introduction of blended digital learning/teaching in particular also had a negative influence on students' learning and motivation. Among the key reasons for such negative feedback we distinguish: virtual learning environment at home, apparent symptoms of stress or depression resulting from psychological disorders, essential changes in students' online interactions, a strict lockdown. However, apart from this, blended digital education, to our minds, is crucial for the continuity of a successful learning process when regular classes are suspended.

Literature Review

The COVID-19 pandemic has had a significant effect on our lives and the educational process in particular. Many current researches have already worked out some theoretical assumptions (SWOC) of using distance EdTechs for remote teaching/learning during the COVID-19 lockdown. To its strong points belong to time and location flexibility, covering a broad audience, immediate feedback. Technical disabilities, learners' technological awareness, stress, and lack of eye contact are among weaknesses. EdTechs development, academic flexibility are among opportunities. The absence of technical aids, quality of education, and digital illiteracy are among the challenges (Babalyuk et al., 2020).

Many students and teachers are facing challenges that can be stressful, overwhelming, and cause strong emotions in adults and children in such pandemic conditions. Public health actions, such as social distancing, are necessary to reduce the spread of COVID-19, but they can make us feel isolated and lonely. They increase stress and anxiety, and other results of psychological disorders.

Psychologists like Butcher, Mineka and Hooley (2007), Lopushanskyy (1996) stated that stress can cause the following: feelings of fear, anger, sadness, worry, numbness, or frustration; changes in appetite, energy, desires, and interests; difficulty concentrating and making decisions; difficulty sleeping or nightmares; physical reactions, such as headaches, body pains, stomach problems, and skin rashes; worsening of chronic health problems; worsening of mental health conditions; increased use of tobacco, alcohol, and other substances.

Recent studies in this field demonstrate that coronavirus lockdown caused stress and the feeling of danger and uncertainty among students who were closed in their homes during the lockdown. Sprang & Silman (2013) have proved that being isolated, children are prone to suffer from acute stress disorder, adjustment disorder, and grief. These psychological factors may affect the process of learning badly, and as a result, all kinds of learners may suffer from depression, anxiety, and insomnia.

Educational researches show enough evidence that video can be an effective way of improving difficult psychological situations. Today it is considered to be an efficient means of avoiding stress in the process of online learning. Besides, video can be used to document and illustrate exemplary classroom practices and as a tool to allow pre-service teachers to reflect on their own and others' teaching practice (Anderson, Major, & Mitchell, 1990; Canning, & Talley, 2002; Darling-Hammond, 2006; Erickson, 2007). It is also helpful for teacher assessment and certification (Calandra, Brantley-Dias, Dias, 2006; Rich & Hannafin, 2009; Star & Strickland, 2008). The scientific resources on the use of video in teacher preparation tend to fall into two main camps. One side is pro-video, suggesting that video can aid self-reflection by allowing the student to view videos at the teaching process of multiple times (Brouwer, 2011; Calandra, et al., 2006). Another – viewing videos of their teaching allows pre-service teachers to switch perspectives between actors in their videos to the audience (Downey, 2008; Dye, 2007; McCurry, 2000; Shepherd & Hannafin, 2008).

As recent studies have proved, some of the main difficulties reported by teachers for web-based courses arise from the complexity of technical instructions for educators and shortcomings in their planning and organization. Besides the numerous challenges, the COVID-19 crisis has brought forth many valuable recommendations aimed at making the educational process more effective. Many of them focus on already well-known educational tools and didactic materials used by teachers in their face-to-face classes before the lockdown. Among them a video, which is indispensable in creating a unique relaxing atmosphere of avoiding stress and depressive mood while teaching foreign languages, literature, or country studies.

Methods

The research aims at detecting psychological disorders as consequences of coronavirus lockdown observed in pupils and students and finding possible digital aids and particular psychological approaches to help them to overcome some psychological difficulties. To detect certain psychological disorders, the Minnesota Multiphasic Personality Inventory (MMPI), the Rorschach Inkblot Test, and the Thematic Apperception Test (TAT) can be used.

The Diagnostic and Statistical Manual of Mental Disorders (DSM), a document that helps to provide standard criteria for the classification of mental disorders (American Psychiatric Association, 2000).

From the point of view of methodology, the video method belongs to the group of visual methods. It contains teaching and upbringing functions, which is due to the high efficiency of the impact of visual images. Information presented in a visual form is the most accessible for perception; it is assimilated easier and faster. In addition to the content side of communication, video texts contain visual information about the place of the event, the appearance, and the non-verbal behavior of the participants in touch in a particular situation. Besides, the use of video in the classroom helps to meet the needs, desires, and interests of students and with the help of music to overcome the feeling of danger and disaster.

When using the visual method (video demonstration), several conditions should be observed: the video material used must correspond to the level of knowledge of the students; clarity should be used in moderation, and a

video should be shown gradually and only at the appropriate time of the lesson; observation should be organized in such a way that all students can see the demonstrated video material; it is necessary to highlight the central, essential; to think over in detail the explanations given during the demonstration of the video material; the demonstrated video material must be precisely coordinated with the studied educational material, correspond to the studied topic.

Data Collection Procedure

COVID-19 pandemic has been an unusual challenge for all educational establishments, which needed to move quickly into an online practice, ensure access to the virtual platform for all students, offer support to both teachers and students, and make plans for the future in conditions of considerable uncertainty.

The pandemic caused much worry and stress. These stress elements can be a reason for mental health challenges, and acute symptoms may occur to people who might experience earlier definite mental health issues. To settle this problem, one can turn to mental health advisers who support students at risk for emotional problems by systematic screenings. Their ultimate goal is to facilitate the optimal development of each child. Within the screening process, teachers are those who know the best students' general behaviors due to the most frequent contact with students. Observant teachers can detect changes in children's mood, habits, and school practices.

Some of the typical indicators, which teachers use to identify students experiencing mental health difficulties, seem, at first sight, unavailable. Teachers may not be meeting their students in person or face the same student drop-ins. They should attempt to determine students are doing or how they are struggling with their emotional problems. Difficulties with students' anxiety or depression can be identified by systematic screening of the school population. In the case of elementary school, screening refers to teachers and students. They complete brief questionnaires concerning students' emotions and classroom behaviors. Screening contains student questionnaires devoted to the frequency or severity of any emotional issues. Sometimes, teachers may appoint students who are excessively anxious or sad. Professionals, e.g., counselors, or psychologists can quickly identify students who are at risk for anxiety or depression using different tests to discover a type of disorder and its intensity (the Minnesota Multiphasic Personality Inventory (MMPI), the Rorschach Inkblot Test, and the Thematic Apperception Test (TAT)). The students are requested to complete the questionnaire again sometime later to determine whether their mental health issue has been improved.

Discussion

As stated above during the COVID-19 pandemic, it is natural to feel stress, anxiety, grief, and worry. All of these are the results of psychological disorders, which can be traced in pupils and students after coronavirus lockdown.

A psychological disorder is an ongoing dysfunctional pattern of thought, emotion, and behavior that causes significant distress, which is considered deviant in that person's culture or society (Butcher, et al., 2007).

The bio-psycho-social model of illness is a way of understanding disorder that assumes that condition is caused by biological (genetic makeup, brain structure), psychological (responses to stress, patterns of negative thinking), and social-cultural factors (cultural expectations, stigma, and prejudice, abuse).

Whether a given behavior is considered a psychological disorder is determined not only by whether a behavior is unusual (e.g., whether it is "mild" anxiety versus "extreme" anxiety) but also by whether a behavior is maladaptive—that is, the extent to which it causes distress (e.g., pain and suffering) and dysfunction (impairment in one or more essential areas of functioning) to the individual (American Psychiatric Association, 2000).

Psychologists have developed criteria that determine whether behavior should be considered a psychological disorder and which of the many disorders particular behaviors indicate. These criteria are laid out in a 1,000-page manual known as the Diagnostic and Statistical Manual of Mental Disorders (DSM), a document that provides a common language and standard criteria for diagnosing mental disorders (American Psychiatric Association, 2000).

A vital personality test is the Minnesota Multiphasic Personality Inventory (MMPI), to detect personality and psychological disorders. Another approach to measuring personality is to use projective measures, such as the

Rorschach Inkblot Test and the Thematic Apperception Test (TAT). These tests help to reveal psychological disorders and the level of stress and anxiety.

Each revision of the DSM includes a broader list of cultural norms about the disorder. The current version of the DSM lists about 400 disorders. The Covid lockdown will be listed in the next edition of DSM, and the great variety of disorders are still being studied. Still, it can be said, for sure, the results of the Covid lockdown will include the majority of the listed disorders ([http://en.wikipedia.org/wiki/DSM-IV_Codes_\(alphabetical\)](http://en.wikipedia.org/wiki/DSM-IV_Codes_(alphabetical))) and some tens new... Covid lockdown psychological disorder can result in communication, conduct, elimination, feeding, learning, and motor skills disorders; attention-deficit and disruptive behavior disorders, attention-deficit/hyperactivity disorder (ADHD); dissociative fugue, mood disorder, major depressive disorder, bipolar disorder, generalized anxiety disorder, panic disorder, specific phobia (fear of viruses, people), sleep apnea, paranoid personality disorder, antisocial personality disorder, avoidant personality disorder, dependent personality disorder, antisocial behavior.

When the World Health Organization released the instruction on protecting mental health during the coronavirus outbreak (World Health Organization, 2020), it was clear that the significant problem exists and is spreading with the speed of the light throughout the planet.

As Anxiety UK's Nicky Lidbetter explains, the fear of being out of control and unable to tolerate uncertainty are common characteristics of many anxiety disorders. So it's understandable that many individuals with pre-existing anxiety are facing challenges at the moment.

"A lot of anxiety is rooted in worrying about the unknown and waiting for something to happen – coronavirus is that on a macro scale," agrees Weatherley, a spokesperson for mental health charity mind (Brewer, 2020) especially vulnerable are children and teenagers who haven't suffered any pandemic fears.

So how can the teacher and parents protect their mental health?

Learning to cope with stress healthily will make students and teachers, the people they care about, more resilient. Let's discuss some practical ways to manage stress.

It becomes crucial to use one's skills and develop anti-stress methods, as well as use the psychological support of others. One can systematically reduce stress and be excessively exposed to stress factors and thus correctly "manage" stress. With this perspective in mind, it is needed to define what thoughts and situations trigger stress effectively. It can answer what strategy should be undertaken for anti-stress activities, which allow avoiding, reformulating, or adapting the stressful situation during the COVID-19 lockdown.

The avoidance strategy aims to eliminate the stress stimulus by turning it off. To avoid stress, one can keep away from stressful information (e.g., news on TV, from the coronavirus information center, or numerous Internet resources full of "coronavirus fatal news"). The epidemic situation needs not be checked all the time. People who support or cause stress (not only in the context of the coronavirus) also should be avoided. One should analyze, which stressful situations have the status of "duty," and which are "favors." The ones which are not needed to be attended for some reason are accepted, should be reduced.

The "reformulation" strategy is an indirect strategy used when a stressor cannot be avoided, but there is a chance to rearrange it. One can construct an appropriate schedule for the day. In the present situation, family members stay together on the same surface for a long time; this may cause many conflicts. They can be reduced if a plan of duties for the household members, rules for using equipment needed for study or work are established and strictly followed.

The strategy of adaptation and acceptance takes place when the removal of the stress stimulus cannot occur. In the case of the current epidemic; strategy that should be taken into consideration in the nearest future. The humanity can look for positive aspects of the post-COVID-19 situation and focus on what's happening in our lives due to isolation (maybe this is the time when the relationship with others can be improved. Maybe it is the appropriate time, when one can deal with things, that were missed long before or neglected, etc.). There may be many ideas, how to create present reality and what is positive in it even during the strict lockdown.

In a strategy of adjustment and acceptance, we can also respond to the "here and now" by using various anti-stress methods and techniques to minimize emotional tension. The time to relax is essential. It can take the form of activities that we enjoy, but also the use of special relaxation techniques.

A blended digital teaching process, video as a learning technology became an effective tool for overcoming psychological problems, thus creating a relaxing atmosphere at the lesson. It is interesting to know that since the middle of the 20th century, a notion of "learning technology" was associated with the technical usage of training tools only. At the end of the 20th century, a different meaning appeared in the concept of "learning technology." Under this term, one can understand the most rational ways of achieving learning goals (Babelyuk, 2019) in teaching foreign languages, literature, and culture.

The goal of teaching a foreign language is often formulated as teaching to communicate in a foreign language. This skill underlies the public sphere, the sphere of administration, and the service sector. Consequently, mastering the basics of foreign language communication serves as a basis not only for the formation of communicative culture and competence but also for the professional development of the student's personality.

Mastering communicative competence in English without being in the country of the target language is very difficult, if not impossible. Therefore, an essential task of the teacher is to create real authentic but still imaginary situations of communication in a foreign language, using various methods and techniques, such as role-playing games, discussions, creative projects, and video.

Along with this, it is vital to give students a visual idea of the life, cultural traditions, literature periods, linguistic realities of English-speaking countries. It is necessary to use modern technologies to solve this critical problem.

Despite some progress in blended digital teaching, such as the use of the Internet, various educational programs, one of the difficulties of teaching a foreign language is the very limited, if not meager, opportunity to communicate with native speakers and use speaking skills outside the university. Modern technologies allow us to expand the lesson scope and lead to the need to use new forms of teaching. One of these forms is a video tutorial.

Ready-made educational videos allow solving successfully critical tasks of teaching, upbringing, and education at once. First, when watching videos, most of which are produced in Oxford, students can hear authentic English spoken by native speakers. Secondly, videos enable students to see with their own eyes, what we talk about in the classroom, read in texts and dialogues. For example, sights of London, described by Ch. Dickens, various museums of Great Britain, the picturesque nature of Scotland, great cities in England. By watching videos, students learn more about the geographical position, history, economy, climate, religious traditions, and culture of the countries being studied.

The use of educational videos improves the quality of language knowledge, as it allows using key communication activities, such as listening, speaking, reading, and writing. The use of video is justified psychologically: it is through the organs of sight and hearing that a person receives the bulk of information about the world around him.

It should be noted that the use of educational videos in the blended digital teaching process is not only using another source of information. It also contributes to the development of various aspects of the mental activity of students, and above all, attention and memory. During the viewing, an atmosphere of joint cognitive activity arises in the audience. Under these conditions, even an inattentive student becomes interested and attentive. To understand the content of the film, students need to make some effort. So, involuntary attention turns into voluntary. And the intensity of attention affects the memorization process. The use of various channels of information flow (auditory, visual, motor perception) has a positive effect on capturing regional and linguistic material.

Thus, the psychological characteristics of the impact of educational videos on students contribute to the intensification of the educational process, overcoming stress, depression and create favorable conditions for the formation of the communicative (linguistic and socio-cultural) competence of students.

It should be noted that there are positive and negative sides to using video in teaching listening. On the one hand, video recording, in comparison with audio recording, has a more vital character – you not only hear, but also

see the speakers, their facial expressions and gestures, and also receive information about the broad context of what is happening – the location of the action, the age of the participants, etc. On the other hand, all these factors distract the listener from the actual speech, and he may get carried away by looking at the picture instead of focusing on listening.

Therefore, especially at the initial stage, before watching, students should receive a concrete formulated task on the implementation of which they will have to focus.

At first glance, it seems redundant to prove the benefits of using video for educational purposes today and as an effective means of avoiding stress since they are pretty obvious. However, as our research has proved, realizing all this, teachers very rarely use videos in their classes.

Undoubtedly, the use of video in a foreign language lesson or teaching literature or country studies opens up some unique opportunities for the students in terms of mastering a foreign language culture, its history, especially in terms of formation their socio-cultural competence as one of the vital components of communicative competence in general.

Media in Teaching Language, Literature and Culture

The Internet's role of the in the modern education system is only beginning to be understood by the broad pedagogical community. It is due to the rapid development of distance/remote education, the significance of which was prompted by the COVID-19 lockdown. It became apparent not only as a successful example of foreign educational experience but also as our own. Besides, technologically advanced countries need highly educated and highly qualified specialists, who speak several foreign languages, especially English. (Babalyuk, 2019) Knowledge and qualifications become priority values for future professionals. Thus, the role of information support in the blended digital educational process, including the Internet, becomes more evident.

The main functions of the Internet are related to its broadcast, interactive, and search services, as well as information resources of the network, that can be useful when learning English. In our case, Internet resources are considered on the YouTube service, which is considered to be the largest video hosting in the world. Hundreds of videos are uploaded to its servers every minute, most of which are in English. The learning system using this service should be built in such a way that students are to get acquainted with the culture of the country of the target language, traditions, and customs and be capable of intercultural interaction.

Teaching and learning a foreign language with YouTube allows to include authentic web materials (text, sound) in the training program; to carry out an independent search for information by students in the framework of work on any project; study English on their own; eliminate gaps in knowledge, skills, and abilities; to carry out independent preparation for passing the qualifying exam in English as an external student.

To sum it up, work on learning a foreign language in a broad sense using YouTube to a greater extent contributes to the development of listening and speaking skills.

YouTube is directly related to podcasts. Podcasts are mp3-format recordings of conversations posted on the Internet. Historically, podcasts have been associated with iPods where the name "pod + cast" comes from. Podcast from the English "iPod" and "broadcast" is an audio or video file is distributed free of charge via the Internet for mass listening or viewing. You can download files or listen online. Podcasts are constantly updated, and you can download them automatically.

There are three types of podcasts: audio podcast, video podcast, and screencast is a new phenomenon that has made it easier to teach people over the Internet. The screencast's essence is that with the help of a particular program, actions are recorded on the computer screen along with audio comments, which is ideal for explanations using computer programs.

To get started, you can use three hosting channels, each of which has its focus: Learnamericanenglish (the study of American English); AlexESLvid, the author of this channel, Alex, is a Canadian teacher who works in the EngVid team. Alex's videos are designed for students with an elementary level of English proficiency. He pays

attention to both simple grammatical constructions and the use of idiomatic expressions. EnglishMeeting, where the emphasis is placed on the features of classical English pronunciation.

It should be noted that the Internet raises students' interest in learning activities, stimulates their growth of cognitive activity, which allows them to receive and assimilate more information, contributes to the acquisition of various skills, such as reading, speaking, listening skills, as well as "fun" teaching method within the blended digital educational process. Thus, the teacher has an excellent opportunity to "provoke" the activation of the student's work using a computer, since many young people spend a lot of time in front of the monitor.

It is worth of underlining that the material based on computer technologies and its distribution in the course of study rebuilds the student to a new, more active mode of activity, which contributes to the highest manifestation of creative possibilities and creates the prerequisites for the successful assimilation of increased volumes of information. Combining all described above methods, namely listening to audiobooks, podcasts, watching movies, clips in a foreign language, and English in particular, will give better results than just traditional reading and learning grammar. Besides, with this training, students' fatigue may increase since the load on vision increases. Therefore, careful preparation of didactic means is required, taking into account the sensitivity of the human eye to a particular color scheme, as well as the "dosage" of the proposed material to avoid stress and feeling of anxiety.

Computer technology in the educational process should not be the primary means of presenting material but only an auxiliary means. It is difficult to argue about the merits of this method. However, it is still more advisable to use the so-called blended digital teaching/learning approach, i.e., mixing different techniques, both traditional and innovative, which is in the focus of our attention in this research. In this case, the effect will be the most optimal. In other words, the Internet does not replace traditional forms and methods of teaching. Still, it allows to quickly and more effectively achieve the goals and objectives in the educational process, especially in the present-day situation of COVID-19 lockdown and post lockdown period.

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TV Shows in Teaching English

There are boundless possibilities for using TV shows in the classroom while teaching a foreign language, literature, and country studies. The first step is to find appropriate shows suitable for both the language they use and the purpose to be achieved in the classroom. The second step is to find the proper scene. Teachers who already watch some TV shows just have to jot their memory and remember some scene they think could be helpful in the classroom due to some idioms, collocations, or an interesting cultural topic. Then, functional language is extracted from the clips – like colloquial expressions, that cannot be found in usual textbooks. Video clips have to be chosen based on the students' age and level of knowledge, the video's offensiveness, and the video structure, which includes length, context, and the number of characters (Berk, 2009).

TV shows can be used in the same way as other classroom listening exercises for checking students' comprehension by asking questions, predicting what will happen next. Another way is to put students in pairs – one is facing the screen and the other is with his/her back to the screen and ask them in turns to describe what is going on in a show. In the end, students can be given an assignment to write a review of a TV show, to prepare a presentation about it.

Berk (2009) mentions eight steps for using a video clip in teaching a foreign language, which comprise choosing a clip, providing students with instructions for watching/listening, introducing a video, playing the clip, stopping it or replaying it, and finally, reflection, an active learning activity, and a discussion.

Video Blogging

Speaking about students' technologies to enhance their creativity, critical thinking, and complex problem-solving in the language learning process, one cannot but mention blogging. Since the significant activity of blogging involves an oral activity in which students are required to narrate some stories in their life while facing the camera, it is clear that blog can be utilized for students to develop their communicative skills. According to Rakhmanina and Kusumamingrum (2017), the blogging project can help learners develop their speaking skills, communication skills, and creativity. Blogs help improving students' oral skills because it allows them to practice their English either inside or outside the classroom, and they can get instant feedback from the teachers as well as watch their fellows' performance in the video. Therefore, it is an excellent idea to conduct a Blogging project in the English learning environment.

A blog is an online diary in a video form. Some notable blogs have emerged on YouTube. Students can be directed to them for extensive listening practice or any other authentic information in literature, history, or culture when authentic English realia is needed. Of greater use is the students' regular maintenance of their blog. This would entail them speaking before a web-camera for a limited period, watching and evaluating their recorded statements before deciding to post, and then watching and listening to the blog replies of their classmates or teacher. Due to YouTube's privacy settings, blogs can be uploaded to YouTube in complete privacy and made available for viewing only to the student in question, the instructor, and any invited classmates. The assessment could be performed following overall student pronunciation, vocabulary level, use of grammar, and general communicativeness.

Conclusion

English language teaching no longer consists of traditional face-to-face classroom instructions, even though many educators may be unaware that an integrated blended digital approach to teaching foreign languages, literature, and culture is commonly employed.

Based on the studied literature, it was revealed that for conducting lessons and classes using video materials, as well as when creating a set of exercises on video, it is envisaged that particular requirements are met during the preparatory work of the teacher when choosing the necessary vocabulary and video material, the procedure for introducing video content into the educational process and stages work with it, including pre-demonstration, demonstration, post-demonstration stages. Also, the selected video material must meet some criteria, including compliance with age and level of English proficiency, compliance with the topic and objectives of the lesson, the presence of a problem in the video, the absence of offensive, immoral elements, high-quality and well-prepared organization of the lesson using video materials. According to most methodologists, the duration of the video clip shown should be about five minutes so as not to overwork the students and not create additional difficulties for them, and the exercises should be offered in various types to interest the students.

Before implementing this type of blended digital teaching/learning, the following issues should be considered: the file size of the video, Internet speed, and availability of video cameras are essential for students, which may influence students' interests in learning speaking;

The described above teaching/learning blended digital model is not limited to be used in EFL courses but may also be used in other educational programs by educators, teachers, and administrators to balance and optimize course instruction and class activities and during the COVID-19 lockdown in particular.

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