

# Exploiting video resources

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# How is video useful in a language lesson?

- Interesting content
- Real people
- Interesting style (adverts, music clips, short reports, memes)
- Relevant language
- Age-appropriateness , contemporaneity (although retro and cheesy also get a response!)
- Vox pop (very short interviews) for gist listening, detail listening, identifying useful structures, models for role play, taking notes, writing up dialogues etc.

# Language teachers use video for..

- attracting attention      encouraging response
- giving visual input      stimulus for observation,  
context for language
- linking listening with watching  
supporting understanding
- providing models of language  
focus on performance
- showing remote things - cultural information, comparison  
learning language from viewing

# Things to bear in mind - images

- The **images** are more immediate than the words
  - Start from talking about what the class can see
- The class can speculate from the **images** on what words they might hear (in a report), or what they might see next (in a narrative)
  - It doesn't matter if they speculate inaccurately; they are retrieving language anyway
- The class can identify from the **images** (in an advert / news or weather report) what the main spoken language will be
  - They are then ready to spot / learn new language

# Things to bear in mind - spoken words

- If the class has viewed the images first they can focus on listening for the key **words**
  - The teacher can focus on the sounds and then link to the written form
- In some video resources there are proper nouns (names of people or places) and cognate **words**
  - The class can indicate when they hear a word they think they know. The teacher can focus on differences of pronunciation
- The structure of the video provides examples of high frequency **words** (adverbs, verbs, question forms)
  - The class can pick out repetitions for use in recycling

# Things to bear in mind – video

- The class may be very accustomed to watching video
  - They may know specialised English vocabulary which they are interested to learn in (the Language you are teaching)
- Some may be accustomed to making video
  - They may wish to talk about this
- Some may enjoy making a short video (including the Language they are learning)
  - This serves to let them show what they know
- There are different genres of video (reports, interviews, adverts, music, drama)
  - You can exploit these in very different ways

# Questions for lesson planning

- What do I want out of this clip?
  - How much video should I use?
  - What do I need to set up before the viewing?
  - What do the learners do while viewing?
  - After viewing?
- Interaction? Information?  
Grammar? Vocabulary?  
Motivation? Performance?
  - A little goes a long way
  - Language? Context? A task?
  
  - Interaction? (NB Not writing!)
  - Speaking? Writing?

# Further reading ? Look out for ...

- Switched On? Video Resources In Modern Language Settings  
by Steven Fawkes · Multilingual Matters · Paperback · 86 pages · ISBN  
1853594237

*(Written in the days of the VCR, but the strategies should still apply)*

- Using television and video to support learning  
Pub. David Fulton · Paperback · 106 pages · ISBN 1853465976

*(Not Languages-specific)*