

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?

Examples

- A teacher can a sequence of activities to exploit:
 - The title – speculating on what we might see
 - A still from a clip / film – describing, listing, inventing dialogue
 - A scene without the images – listening for clues about the location, the people, the mood, the weather
 - A scene from a scripted clip / film – following the transcript, reading it aloud with same intonation, enacting, recasting, inventing a title for the clip, inventing the (stage) directions, inventing reviews, using an unrehearsed script to ‘interview’ for casting, pausing the clip to speculate ‘What happens next? / What do they say next? Who comes into the scene next?’

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)