

Video Recipes to Spice Up Grammar Learning

Overview: The multisensorial nature of video (picture, sound, captions) makes it an ideal medium for helping learners, not only improve their listening comprehension skills, but also their critical-thinking abilities. In this workshop, attendees will participate in a variety of interactive activities that teach how video can be used to build language skills and help participants construct, synthesize, and interpret meaning from what they see and hear. A variety of mini-lessons from off-air broadcasts like TV commercial messages, commercially-prepared ESL videos, and web-based video will be demonstrated. Also, a selection of Internet resources, including film transcript archives, movie reviews, and discussion forums will be introduced.

Finally, an brief overview of copyright law governing the use of video in the classroom will be covered.



What video can do you for

- The mutisensorial nature of video can reach students with a variety of learning styles.
- It can encourage critical-thinking skills such as hypothesizing, identifying cause-result relationships, and predicting outcomes that are even needed for family, job, and academic environments.
- It can help students begin to identify and dismantle cultural generalizations and stereotypes.
- It can give students opportunities to practice different language skills in an integrated manner, including nonverbal and sociolinguistic competence (i.e., knowing what social register to use in different circumstances).
- It can motivate student by giving them feelings of accomplishment when then learn how to handle and comprehend video, particularly when it has been designed for native speakers.

What video cannot do for you . . .

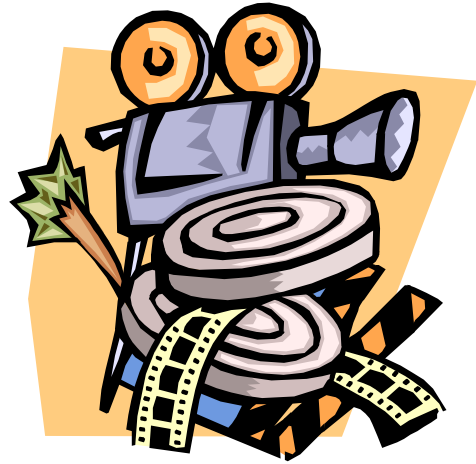
- It can't teach your classes.



General Suggestions

Before Class:

- Preview the video material beforehand and evaluate it in terms of visual support, sound and picture quality, appropriateness to your audience, language and rate of speech, length, and availability of supporting/related materials.
- If you haven't seen it yourself, don't show it in class.
- Be sure that your use of the video falls within the stipulations of video copyright law.
- Select manageable segments for your class objectives. Short pieces are often more digestible than longer clips, and a whole lesson could actually be built around a 30-second shot.
- Make sure all of your equipment (TV, VCR, DVD, remote, lights, power cords) are available and working properly. Review their operations before your class



During Class:

- Begin with some pre-listening activity that draws the students into the lesson. Pose questions that will stimulate their thinking. As with all good teaching, be sure to explain the objectives of the activity and what you want students to accomplish. The students will buy into the activity more if the task is clear.
- The pause button is a really a must for many activities. Don't skimp on this feature when you buy machines.
- *"Use the Pause button -- your greatest ally in using video effectively! You might pause to:*
 1. *Control the pace and amount of information*
 2. *Check for comprehension*
 3. *Solicit inferences and predictions*
 4. *Define a word in context*
 5. *Highlight a point*
 6. *Help students to make connections to other topics or real-world events*
- Use a variety of different activities (e.g., video with and without sound and picture, roleplays based on the dialogue, Internet searches for movie reviews, etc.).
- Leave the lights on. Students tend to stay more focused and awake.



At the End of Class:

- Provide closure to the activity with some form of assessment to determine if the objectives of the activity were met. This could be in the form of pair or group discussion, journal writing, test, etc.

References

Google Video. (2006). Super Bowl XL Commercials. Retrieved March 22, 2010, from the World Wide Web: <http://video.google.com/superbowl.html>.

LibraryVideo.com (1998-2003). *Can these videos be shown in a classroom or a library setting?* Retrieved March 22, 2010, from the World Wide Web: <http://www.libraryvideo.com/articles/article6.asp>.

Mackenzie, A. S. (1997). *Using CNN news video in the EFL classroom*. Retrieved March 22, 2010, from the World Wide Web: <http://iteslj.org/Techniques/Mackenzie-CNN.html>.

Movie Database. (1990-2010). Retrieved March 22, 2010, from the World Wide Web: <http://us.imdb.com>.

Movie Sheets. (2007-2010). Retrieved March 22, 2010, from the World Wide Web: <http://moviesheets.com>.

National Teacher Training Institute: Video Resources. (2002). *Why use video in the classroom?* Retrieved March 22, 2010, from the World Wide Web: <http://www.thirteen.org/edonline/ntti/resources/video1.html>.

Sandys, J. (2002). *Movie mistakes*. Retrieved March 22, 2010, from the World Wide Web: <http://www.moviemistakes.com>.

ScreenIt.com. (1996-2010). Retrieved March 22, 2010, from the World Wide Web: <http://www.screenit.com>.

Stempleski, S., & Arcario, P. (Eds.). (1992). *Video in second language teaching: Using, selecting, and producing video for the classroom*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

Stempleski, S., & Tomalin, B. (1990). *Video in action: Recipes for using video in language teaching*. London: Prentice-Hall International.

The Movie Centre. (2003-2010). Retrieved March 22, 2010, from the World Wide Web: <http://www.moviecentre.net>.