

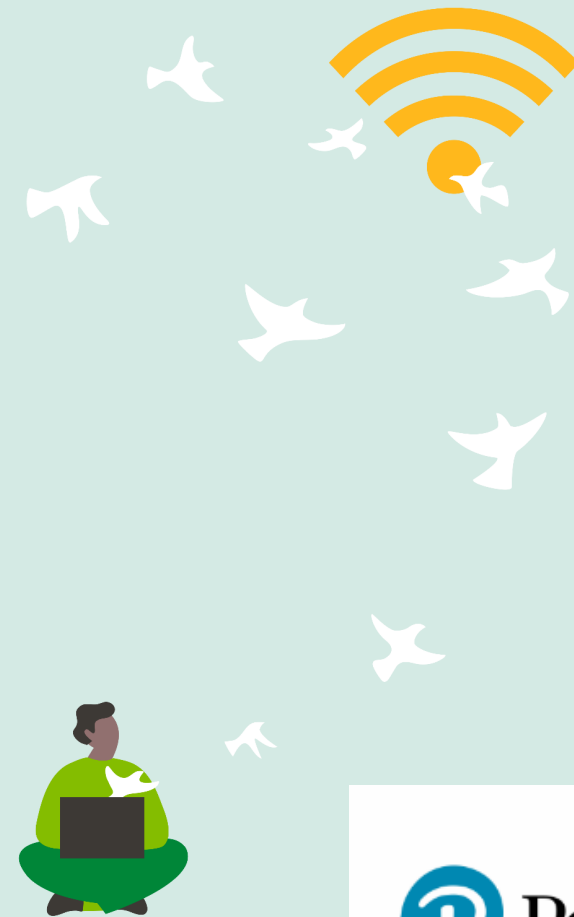


Pearson

# Bringing the outside world into the classroom with video

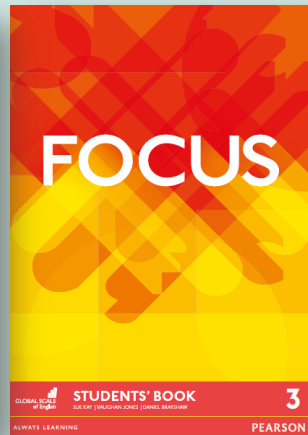
Sue Kay

14 October 2020

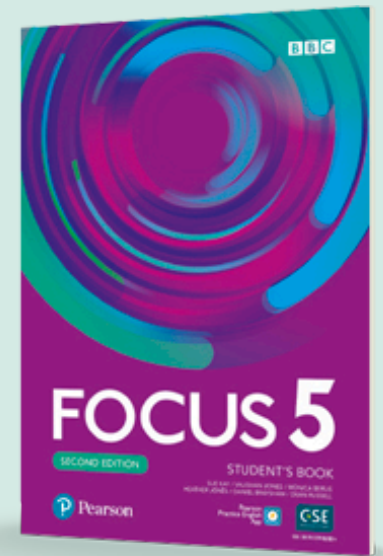
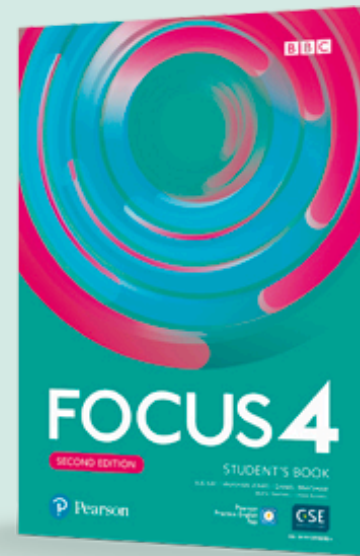
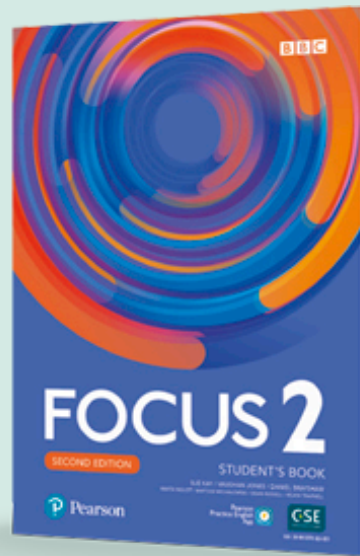




# Sue Kay & Vaughan Jones



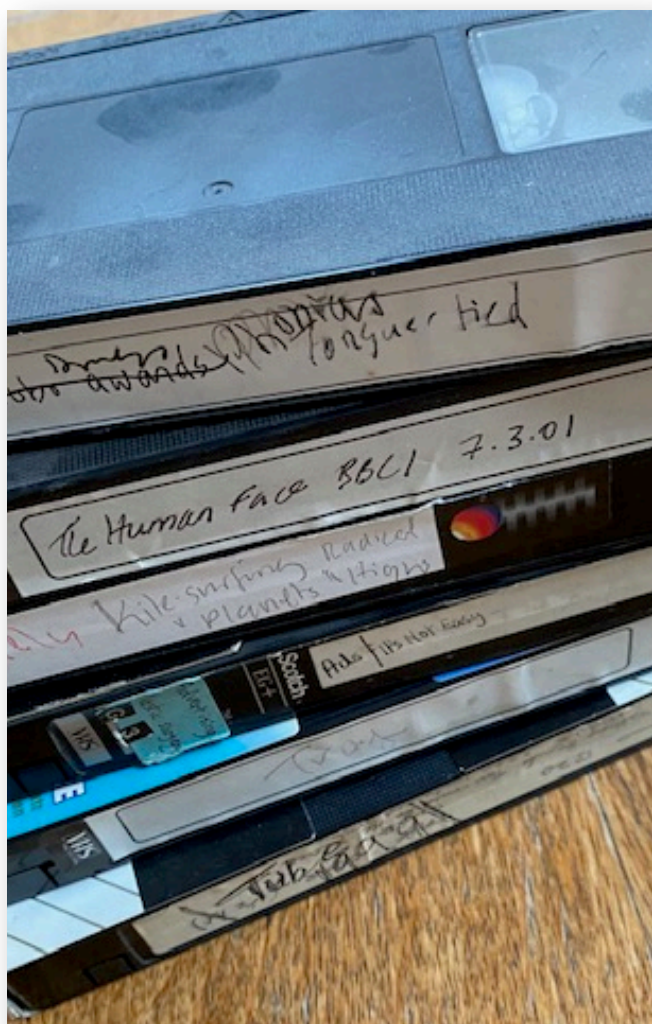




## This webinar

- The case for more video in ELT.
- Which video genres work best in the classroom and why?
- How do they facilitate effective lessons and improve learning?





## About my experience of ELT videos

- Early 80s - Friday afternoon entertainment with comprehension questions.
- 80s to 90s - authentic videos with more active viewing tasks such as freeze-frame, sound off and other information-gap activities.
- 00s pitched an idea to an ELT publisher for a Video Resource Pack.
- 2020 Focus - BBC videos, edits and commentaries, lessons



*“I'd say video is absolutely the norm of expectations these days, absolutely everyone is on it, think Ted talks, YouYube, vloggers. People haven't got time for 2D print when they can absorb the information through images with their ears and eyes simultaneously, and what better way to get as close as possible to the language without the actual speaker live in front of you.”*

Lake School teacher, Oxford

# Why use video in the ELT classroom?

- It's dynamic and it's what our learners are watching outside class.
- It's a window on the world.
- It encourages intercultural awareness and critical thinking.
- Visual stimuli are processed faster in the brain than text.
- Being visually literate is an increasingly necessary skill these days.
- It makes learning more memorable.
- Video is a powerful motivational tool for learners.

*Language learning with Digital Video* by Ben Goldstein and Paul Driver





*“In the last quarter of 2011, the birth of iPhones alone (at a rate of 4.37 per second) exceeded the birth of human babies (which came in at a rate of 4.2 births per second).”*

*The Age of the Image – Stephen Apkon*



“We can’t learn or teach what we can’t communicate – and increasingly, that communication is being done through visual media.”

*The Age of the Image* – Stephen Apkon



## Why not simply play YouTube video clips?

- Authentic videos can be:
  - culturally obscure
  - difficult to understand
  - full of low frequency language
  - a copyright minefield





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## Why not simply play YouTube video clips?

- Authentic videos can be:
  - culturally obscure
  - difficult to understand
  - full of low frequency language
  - a copyright minefield
- It's time-consuming to write worksheets
- Excellent curated video material is available:
  - *Ready to Run* by [digitalllearningassociates.com](http://digitalllearningassociates.com)
  - [www.film-English.com](http://www.film-English.com) by Kieran Donaghy
  - [www.lessonstream.org](http://www.lessonstream.org) by Jamie Keddie
  - *The English Channel*, British Council
  - *Coursebook videos* eg. *Focus*







# Why use video in the ELT classroom?

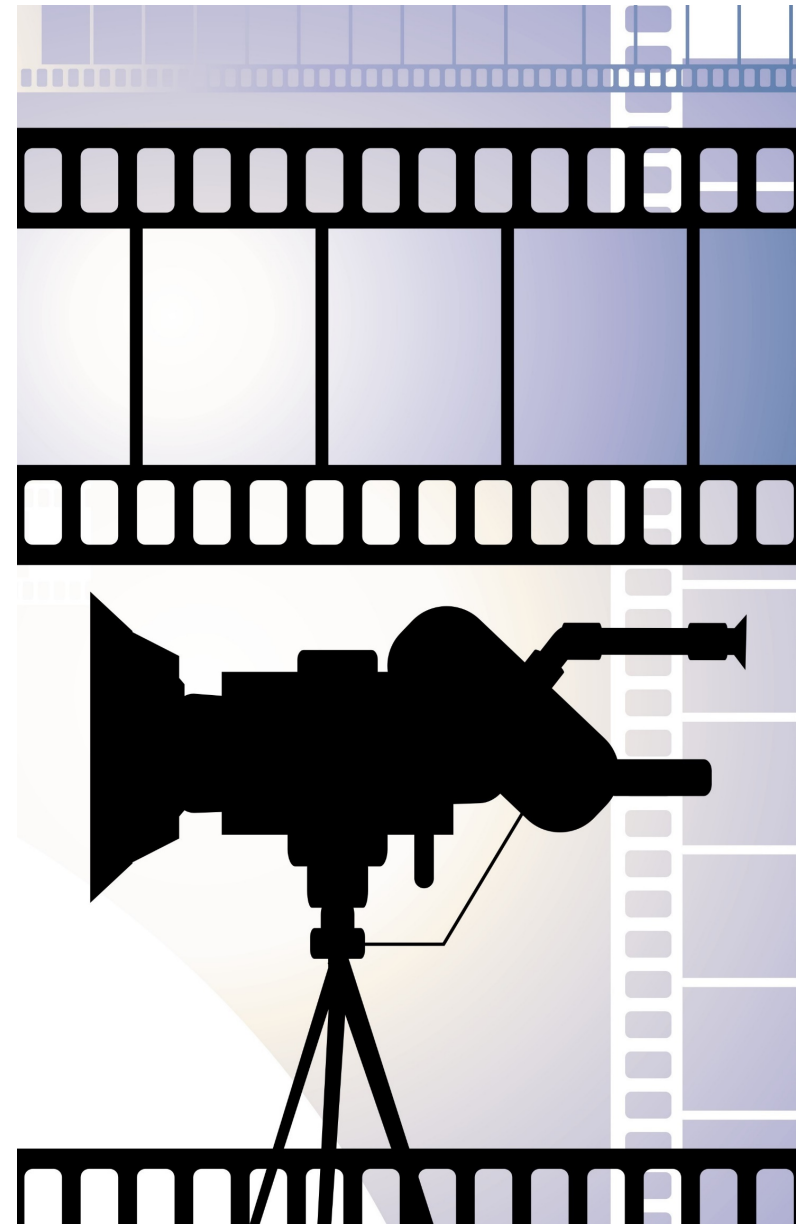
- 10.6 hours engaging with online content every day.
- 8 second attention span.
- 3 hours per day on YouTube.
- 5 screens at once.
- YouTube the preferred learning platform.
- 98% of them own a smartphone.
- Big communicators.
- They want to change the world.



# What does this tell us about video in the classroom?

10 hours a day engaging with online content

- high quality production
- stories
- low tolerance for inauthenticity



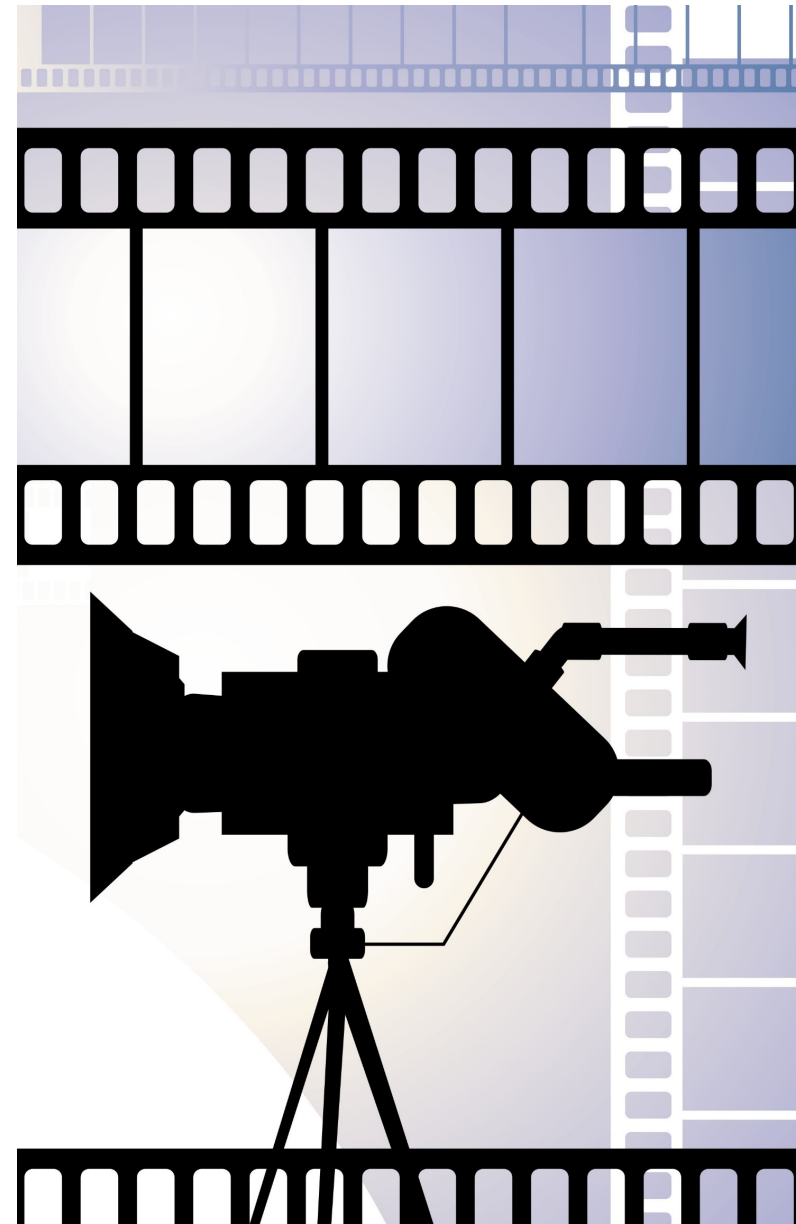
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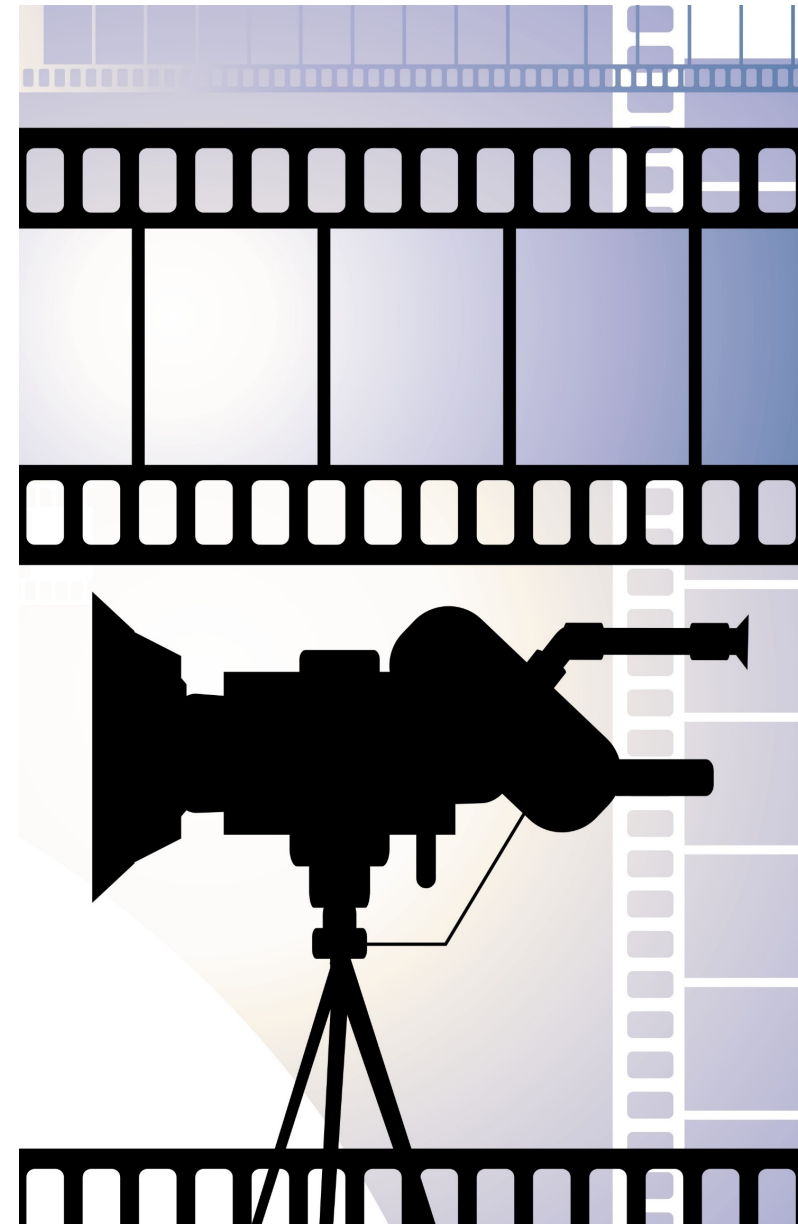
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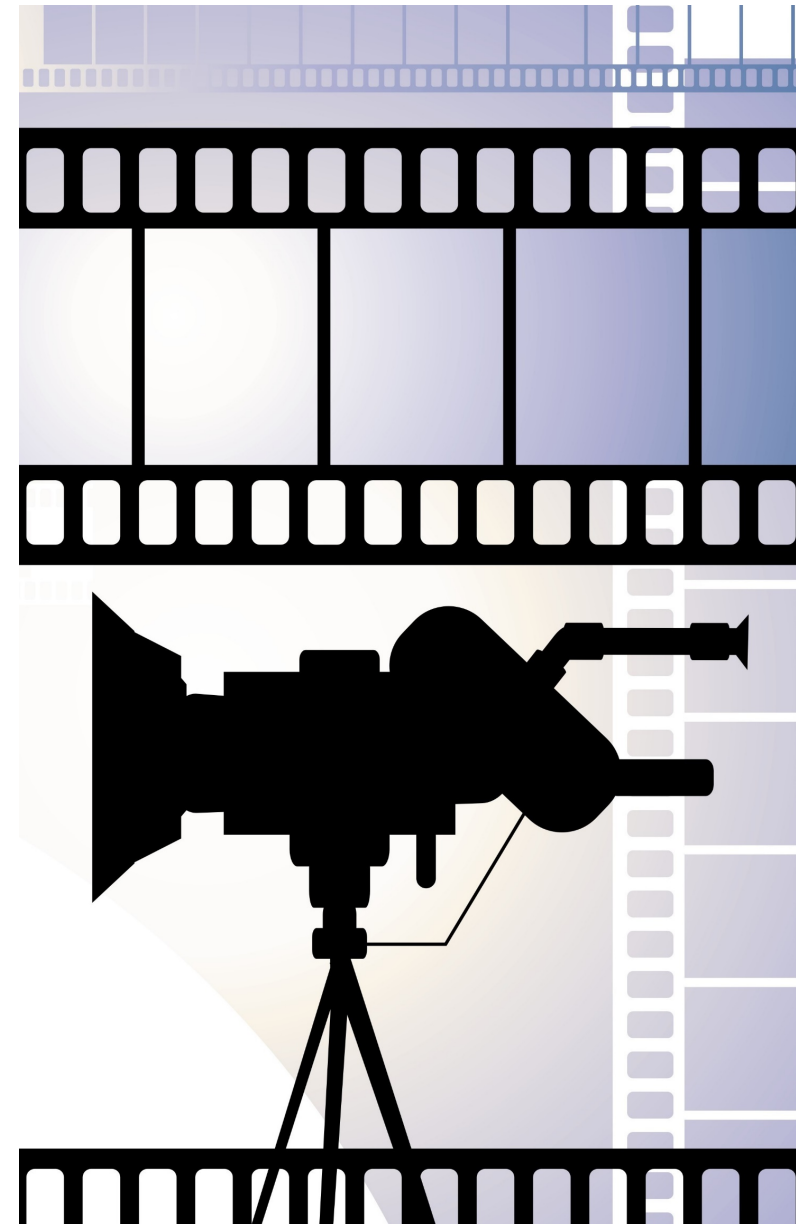
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- flipped classroom, keeping class time for the 4 Cs





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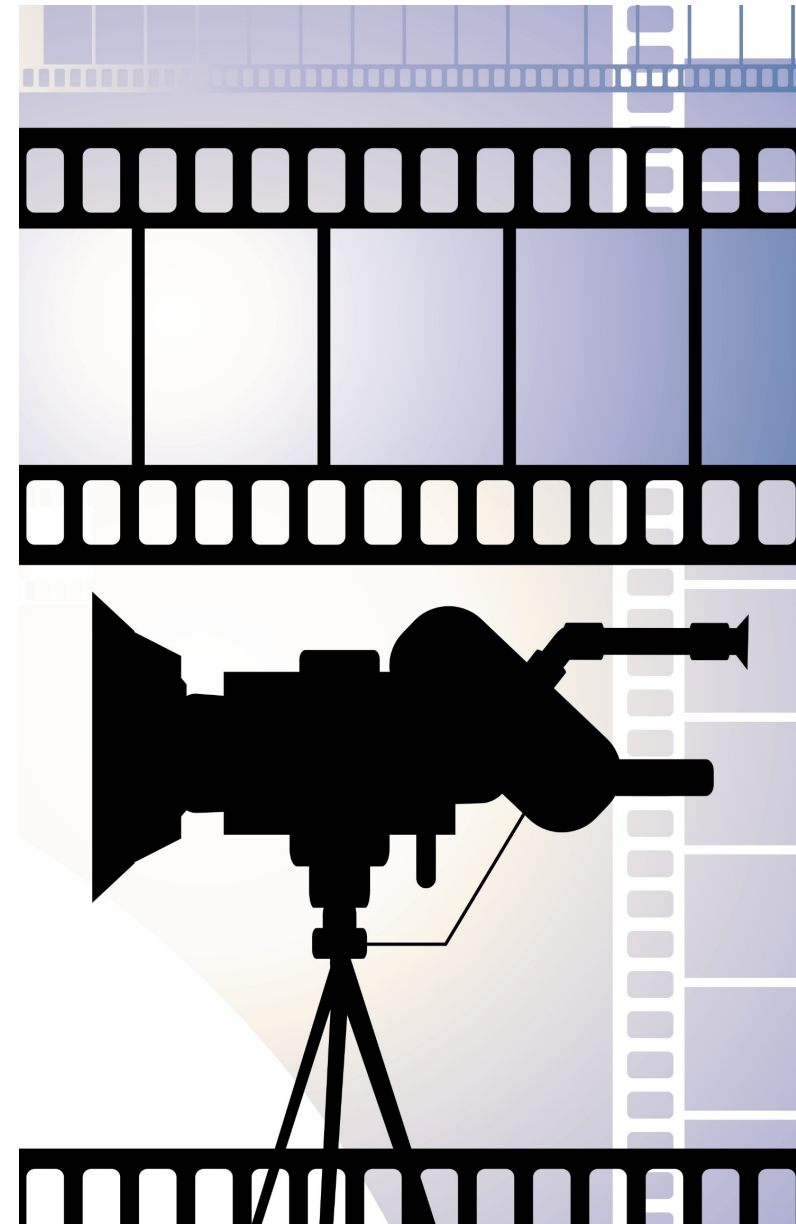
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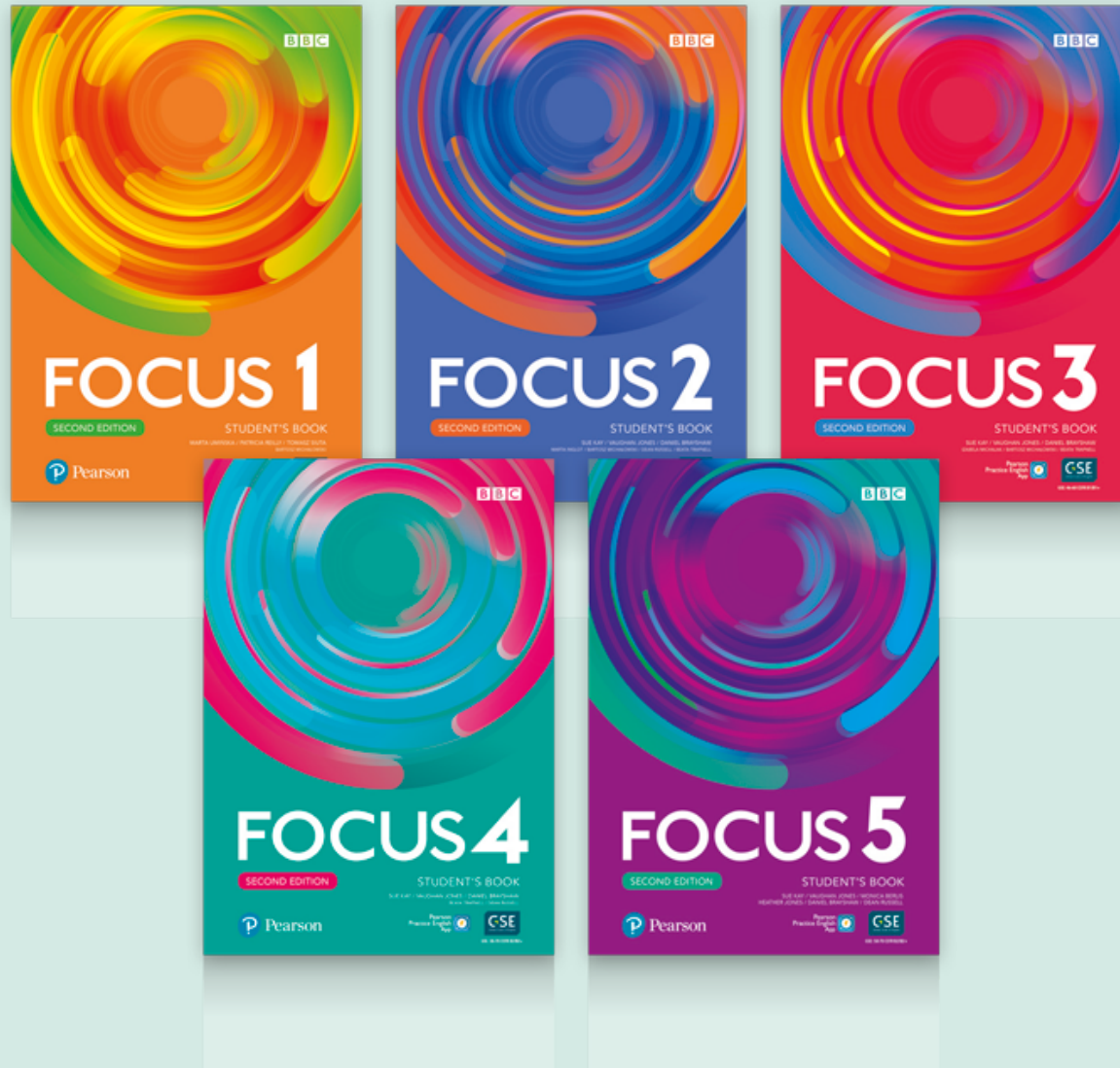
YouTube the favourite learning platform

- flipped classroom, keeping class time for the 4 Cs

They want to change the world

- topics on social issues, diversity, inclusivity, original ways of doing things





# Established video genres



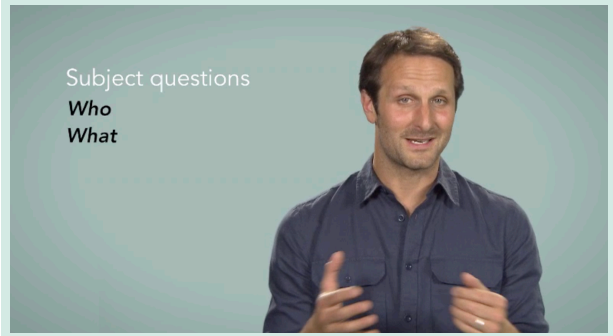
## Short films



## Vox pops



## Flipped classroom



# Short films

## Engaging videos

- Visual wow factor
- A story
- Relatable
- Social issues
- Springboard for developing 21<sup>st</sup> century skills
  - Intercultural skills
  - 4Cs
  - Digital literacy
  - Life skills
- Teaches something new
  - About the language
  - About the world





# Short film



I see, I think, I wonder ...

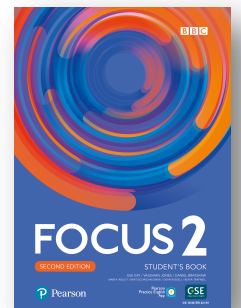
# Short film: effective lessons

## BEFORE YOU WATCH

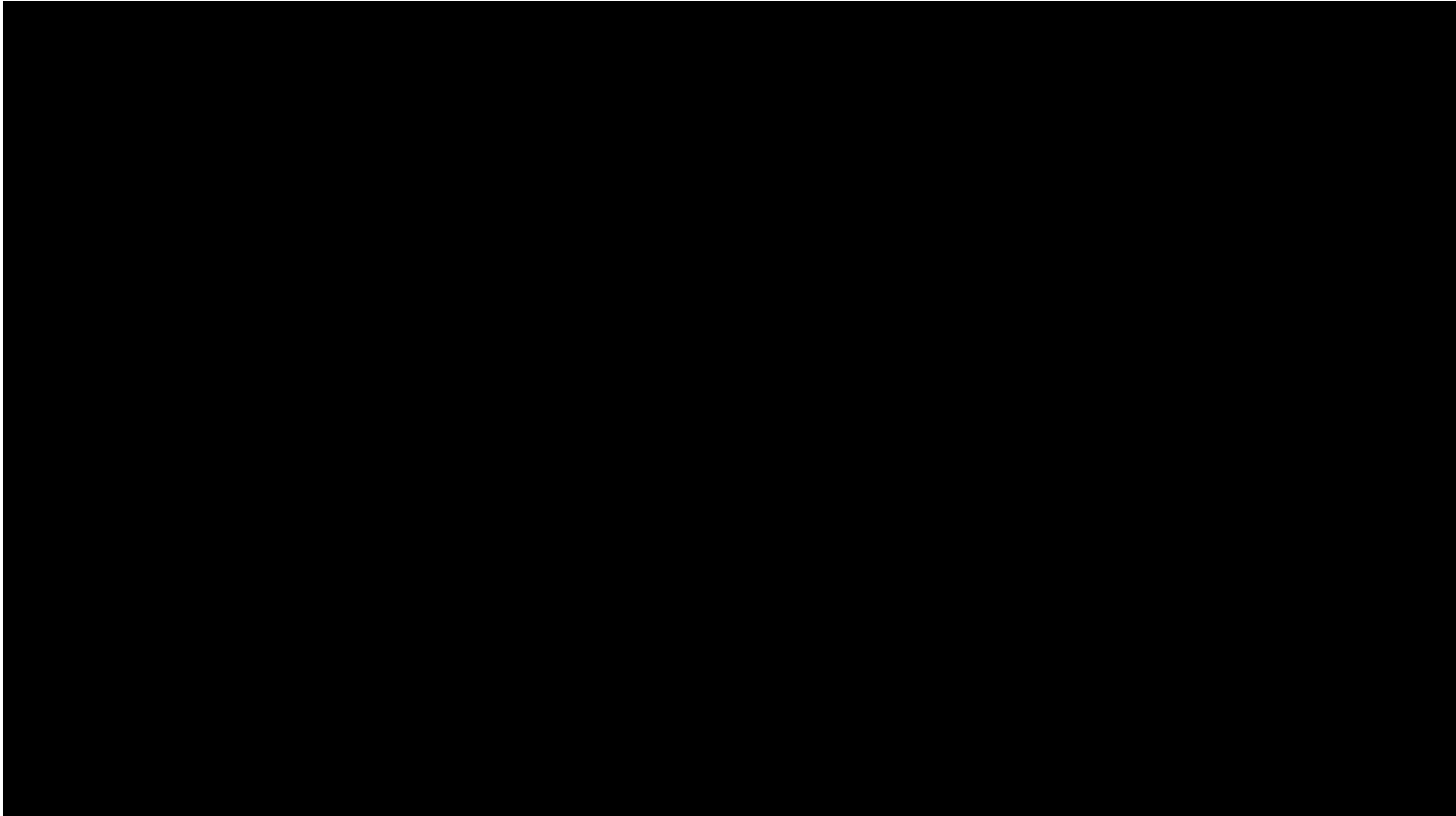
- Look at the photo of Cappadocia, Central Turkey, and use the words below to describe what you see.  
hot-air balloon, volcanic rock, caves, conical rock formations
- Choose the adjectives you think are appropriate to describe the landscape. Think of other adjectives.  
amazing, crowded, lonely, incredible, magical, modern, prehistoric, strange

## WHILE YOU WATCH

Watch the video and check whether they use any of the adjectives you chose in Ex 2.



# Short film



## UNIT 4 VIDEO WORKSHEETS

### BBC Cave houses



#### BEFORE YOU WATCH

- 1 Label the photos with the words and phrases in the box. There is one extra word.

hot air balloon cave volcanic rock  
conical rock formations basement



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

- 2 **SPEAKING** Which adjectives in the box are appropriate to describe the landscape? Discuss. Add more adjectives to your list.

amazing crowded lonely incredible magical  
modern prehistoric strange quiet unique

#### WHILE YOU WATCH

- 3 **15** Watch the video and check whether you can hear any of the adjectives in Exercise 2.

- 4 **15** **SPEAKING** Are sentences 1–5 true (T) or false (F)? Discuss with a partner. Then watch the first part of the video again (up to 2:00) and check your answers.

- 1 Every evening people visit the incredible landscape in hot air balloons.
- 2 The rock formations are called fairy chimneys.
- 3 Humans started living here hundreds of years ago.
- 4 Rafik owns a local restaurant.
- 5 His grandparents live in a cave.

- 5 **15** **SPEAKING** Watch the rest of the video (02:00 – 03:13). Then discuss the questions with a partner.

- 1 Why do Rafik and his wife live in a house now?
- 2 Does Rafik miss living in a cave? Why?/Why not?
- 3 Have you ever seen a landscape like this? Would you like to visit it by hot air balloon?

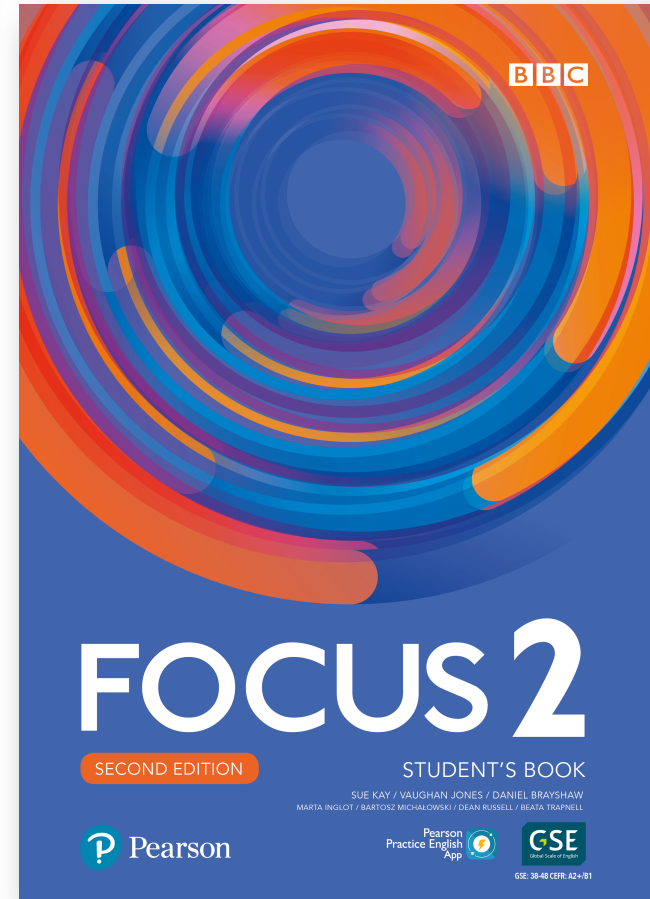
#### AFTER YOU WATCH

- 6 **SPEAKING** Discuss the questions. Use the KEY PHRASES to express your ideas.
- 1 Do your parents and grandparents still live in the place where they grew up?
  - 2 Do you think you'll stay in the place where you grew up or do you think you'll move away? Why?

*I think one of the disadvantages of moving away is that you are far away from the family.*

#### KEY PHRASES

I think the advantage / disadvantage of (moving away) is that ... One of the good / bad points of (moving away) is that ...





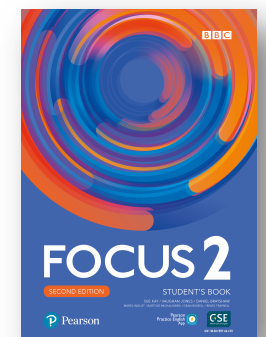
# Short film: effective lessons

Engaging visuals make language more memorable.

***The impact of the first encounter with new language is known to be a key factor in memorization.*** Paul Dummett.

Unusual and varied filming techniques make it easier to write active viewing tasks, e.g..

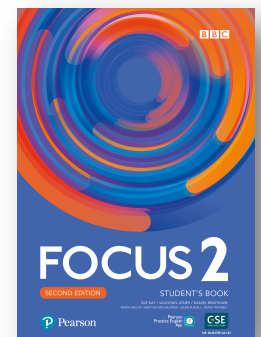
- Freezeframe and predict what happens next.
- Watch with the sound down and order events.
- Freezeframe and elicit ideas for See Think Wonder.



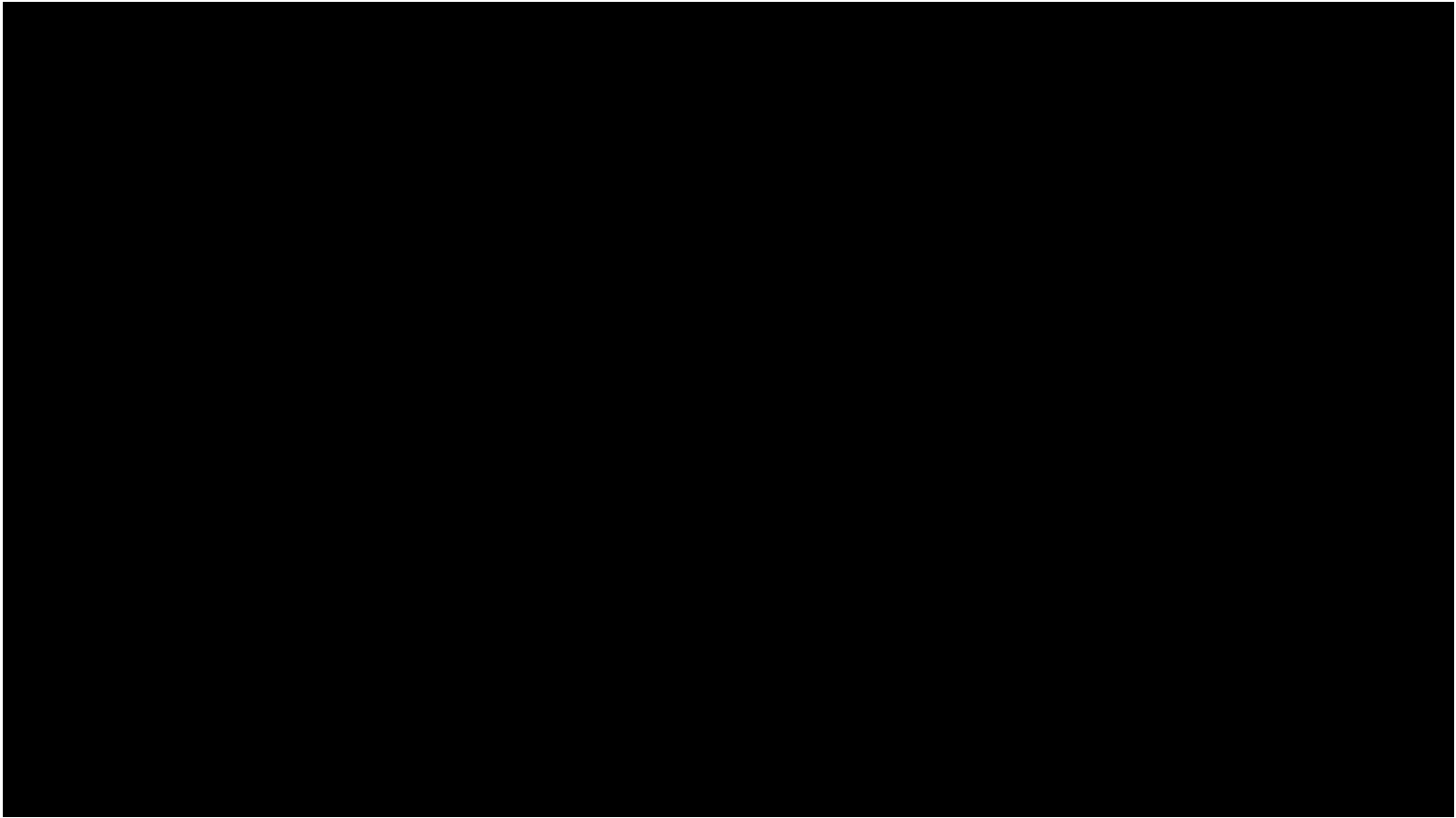
# Short film: effective lessons

## AFTER YOU WATCH

- Rafik grew up in the caves but has moved to a town now. Interview someone who has moved from where they were born and report to the rest of the class on the reasons why people move.



# Short film



# Short film: effective lessons

## Engaging videos

- Visual wow factor
- A story
- Relatable
- Social issue
- Springboard for 21<sup>st</sup> century skills:
  - Intercultural skills
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  - Digital literacy
  - Life skills
- Teaches something new:
  - about the language
  - about the world



# Short film

**Real people doing real things facilitate engaging tasks.**

## AFTER YOU WATCH

1. You are Dallas and want to learn more about the daily routine of the window cleaners at the Burj Khalifa. In pairs, decide on a list of five questions you want to ask the window cleaners about their job.
2. Imagine that you are Dallas and write an article about your work experience on the tallest building in the world.



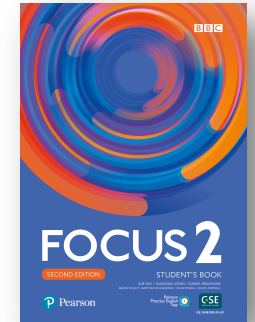
# Short film: effective lessons

**Situations students can relate to facilitate personalisation. Learning is more effective when learners apply new language to their own experience e.g.**

1. Tick the things that are part of your typical school day. Add other things if necessary. Which 3 things are most important to you. Compare with a partner.

- Tests and exams
- Creativity
- Long hours of study
- Time to relax in the evening
- Extra lessons after school
- A good night's sleep.

2. Watch the video and compare your typical day with a South Korean student's typical day.





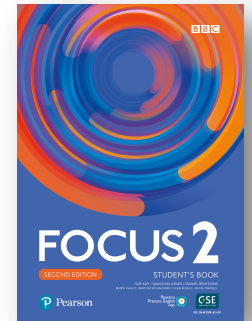
# Short film: effective lessons

**Situations students can relate to facilitate personalisation. Learning is more effective when learners apply new language to their own experience e.g.**

Do you agree or disagree with the statements.

Discuss with a partner.

1. Young people and old people don't have much to share.
2. Old people enjoy spending time with young people.
3. A young person should spend some of his/her spare time with old people.

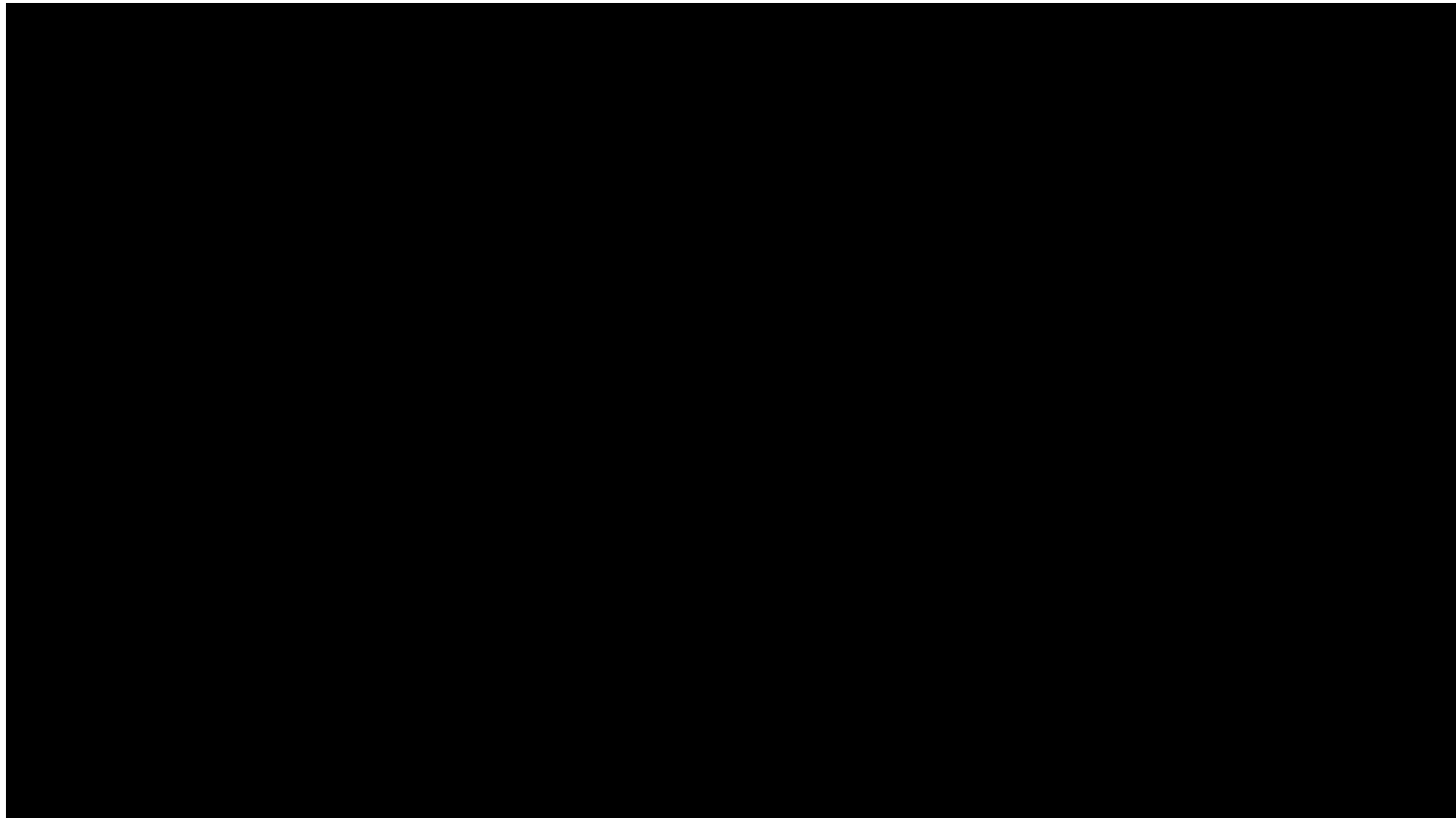


# See Think Wonder





# Vox pops: happiness

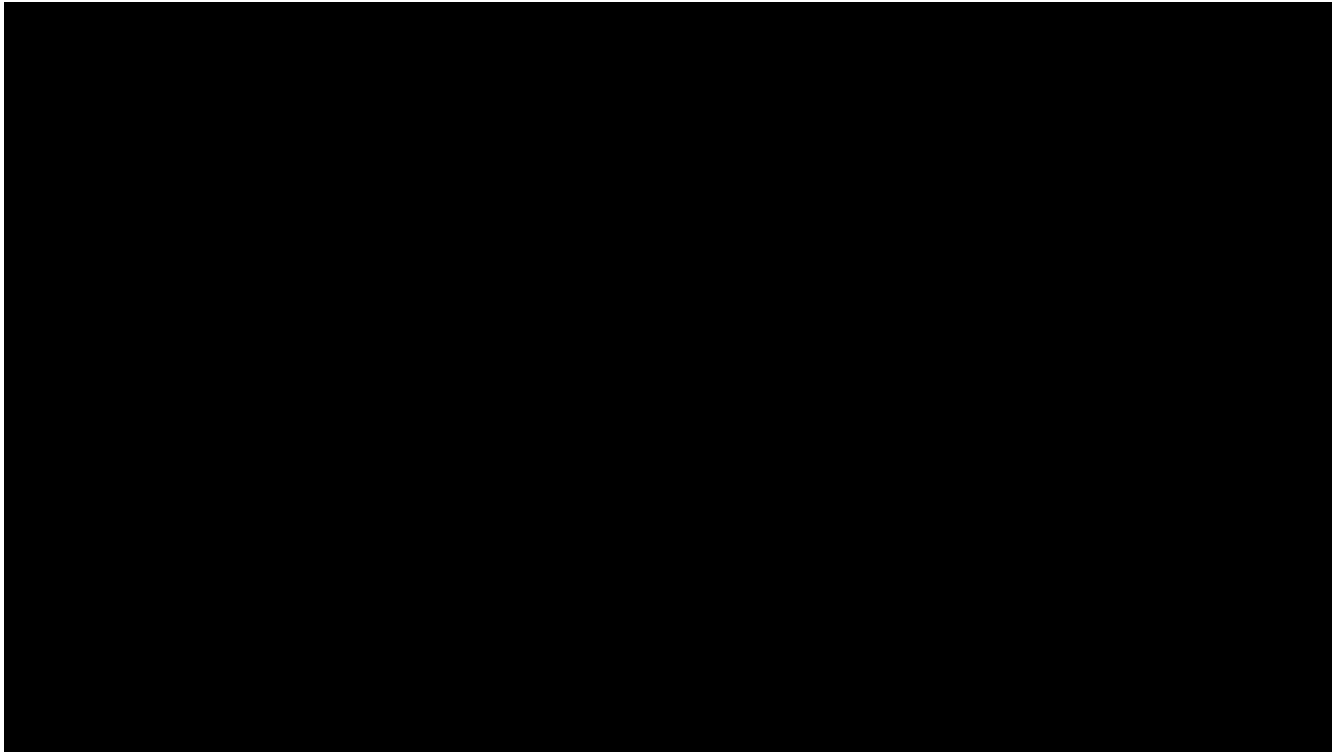


# Vox pops

- Bring the outside world into the classroom.
- Authentic language with all the hesitations, pauses and reformulations typical of spoken language.
- Humour through the quirky human elements.
- Good for noticing language features.
  - Subject questions.
  - Adjectives for expressing how you feel.
- Springboard for student's own speaking.
  - What three things make you happy? Why?
  - What makes you unhappy?
  - What makes people around you happy?
- Personalisation: who are you most like?



# Vox pops: achievements



# Flipped classroom





# Flipped classroom

Frees up time in the classroom for communicative activities.

Write six Past Perfect sentences about yourself.

Use by the age of ... and verb phrases below or your own ideas.

- learn how to read/swim/ski
- buy (or get) my first phone / laptop / bike
- go to the capital city / a foreign country / a live concert

For example,

- By the age of six, I had learnt how to swim.
- By the age of ...

Read your sentences to your partner and find out how similar you are.





## Further reading

- Apkon, S. (2013) *The Age of the Image*. Farrar, Straus and Giroux
- DLA. [Digitallearningassociates.com](http://Digitallearningassociates.com)
- Donaghy, Kieran (2015) *Film in Action*. Delta Publishing
- Goldstein, Ben. & Driver, Paul. (2015) *Language Learning with Digital Video*. Cambridge University Press
- Keddie, Jamie. [Videotelling and lessonstream.org](http://Videotellingandlessonstream.org)
- Donaghy, K & Whitcher A., *How To Write Film and Video Activities*, ELT Teacher 2 Writer

**Thank you!**

ALWAYS LEARNING