

## Using Video in the ELT Classroom

Video can be used in much the same way as a listening text, building understanding through gist tasks to more specific and intensive listening tasks, but it does have some significant advantages.

### Here are some ideas for exploiting Video

#### Silent Viewing

- S's watch with out sound then speculate about the subjects being discussed, relationships between the people on screen.
- S's watch without sound and try to script a short exert.
- S's and make questions about things they would like to know about the scene.
- S's have quotes from the script and have to guess who said them, then listen and check.
- S's watch panel debate without sound. Pause the tape and guess what the people are feeling / thinking from their expressions.

#### Split Viewing / Listening

- One half of the class watches and gives the other half a running commentary.
- One half of the class has a list of information that they need (but can't see the screen) and has to ask the other half (who can see) questions to find the information.
- One half of class has sound only and other half has picture only. After viewing / listening they get together to share information about what happened.

#### Reading / Viewing

- S's read a synopsis of the clip which has mistakes in, then watch and corrects the mistakes.
- S's order a list of jumbled events from the clip.
- S's order parts of the script then watch and check / correct.
- S's read the book then see the film of the book (or even just a chapter) then compare.
- S's read a list of true / false Q's then tick them as they watch.

#### Writing

- S's write a missing scene from the video (They can also act it out while you video it if you have a camera).

- S's watch a clip then write Q's in teams to quiz the other team.
- S's write a profile, C.V., description, analysis etc. of one of the characters.
- S's write a film review after watching.
- S's write a short plot summary.
- S's write their own play / script and make a video of it.

## Speaking

- Pause the video and get students to discuss what they think will happen next.
- S's discuss a theme or issue arising from the video.
- Pause video S's say what is happening / has just happened / is going to happen.
- S's discuss / compare cultural aspects of the video (clothes, body language, customs etc.)
- S's watch a T.V. game show and then make their own version of it.
- S's give personal opinions based on questionnaire about what they have watched.

## Pronunciation

- S's act / read out scenes after viewing. Record them and listen back to compare features of pronunciation (ideal for sentence stress and intonation). This could also lead onto discussion about how the meaning could be changed by altering the pron.
- Pause the video and S's repeat last sentence. (Drill "You can't do this to me.")
- Pause the video and S's report last sentence (transformation drill "He said they couldn't do that to him.")
- Listen and mark weak forms, linking etc. on the tapescript.

**NB** Films and television series are ideal for pronunciation work as they have very good examples of naturally used language (kinda, gotta, woulda etc.)

## Vocabulary

Most authentic video material is rich in commonly used 'real' lexis and expressions and ideal for any kind of vocabulary development, especially if you can get hold of the text.

This list is by no means exhaustive. The potential is only limited by your imagination and determination.