# THE GOALS OF USING VIDEO MATERIALS IN ENGLISH TEACHING

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## Abstract

This article is devoted to teacher motivation through the use of technology. Video is one of the resources that provide audio-visual input to children, engages them in active learning, and motivates teachers to use technology in the classroom for effective learning. The theme of this research is chosen because of the interest of teachers towards this possible way of pupils' motivating.

Successful modernization of education leads to development of human capital and economic growth. Therefore, education is recognized as one of the most important priorities of long-term Strategy "Kazakhstan - 2050". The questions of education system development play an important place and in the Strategic plan of development of the country till 2020. One of the priority directions of development of education system in the Republic of Kazakhstan is informatization of education of all levels and introduction of new informational technologies. It is reflected in "Law of the Republic of Kazakhstan on Education", President's program of informatization, Concept of informatization and development of education systems of the Republic of Kazakhstan at the turn of centuries and other official documents (Government Program, 2010, p.39).

With the rapid development of educational technology and emphasis on English listening and speaking skills all over the world, English teaching for non-English majors in Kazakhstani schools, universities and colleges has been expanding continuously. As one of the main sources of authentic language learning materials, English videos such as movies and soap operas are widely used in EFL listening and speaking classrooms. Although the effects of audio and visual aids on language learning are very complex and researchers as well as language teachers cannot agree with each other on the specific processes and details of how visual aids can facilitate language learning, there is a unanimous agreement that authentic English videos as audio and visual aids have positive effects on the enhancement of EFL learners' listening and speaking skills.

However, as an independent course, teaching English through videos does not have well-established methodology and recognized patterns. As a result, teachers do not have clear goals in mind in their classroom activities and their attentions are often not focused.

Classroom activities and teaching methods are often monotonous, random and improvised, which frequently gives rise to the inefficiency in the use of video materials in EFL classrooms.

One of the approaches to these issues is to hammer out a pedagogical framework for teaching English with video materials to guide teachers' activities.

The effects of teaching English with video materials on students are in many cases not well matched with the

efforts that teachers and students have made because teachers do not have clear goals in mind in classroom activities. It is necessary for language teachers to keep clear goals in mind in the classroom when they use video materials because they must prepare their teaching plans and implement them in reality in order to achieve their goals. Generally speaking, language teachers could set up three goals for their teaching with video materials.

The first and fundamental goal is to facilitate the development of EFL learners' language skills and in particular their listening and speaking skills.

The second and intermediate goal of teaching English with video materials is to cultivate students' competence of intercultural communications.

The third and advanced goal of English teaching with video materials is to cultivate students' aesthetic values and ability to appreciate English videos of artistic values.

**Keywords:** Video materials, informatization, teacher motivation, foreign language teaching.

## 1. INTRODUCTION

This paper discusses teacher motivation through the use of technology. Video is one of the resources that provide audio-visual input to children, engages them in active learning, and motivates teachers to use technology in the classroom for effective learning. The theme is chosen because of the interest of teachers towards this possible way of pupils' motivating.

The aim of the research work is to analyze the impact of the video on pupils and to prove that video can be regarded as one of the possible way of motivating pupils.

The object of research: new technologies in teaching foreign languages.

The subject of the research: video materials and short video clips in teaching foreign languages.

Using video contributes to the realization of these objectives of the research:

- to analyze methodical and pedagogical literature on the problem of the usage of video in the educational process;

- to describe the usage of video as a new technology for assessing educational achievements of the pupil;

- to classify  activities of using video in practice;

- to show the effectiveness of using video in teaching foreign languages;

- to make a questionnaire survey among teachers of foreign language;

- a questionnaire survey among pupils during pedagogical practice;

- to make recommendations for using video in the educational process.

The practical significance of the research is that the paper gives specific guidelines for teachers of foreign languages on the use of videos and stories. The result of the work was concluded that at the present stage of the expansion of globalization is one of the priorities higher educational establishments to train students to intercultural communication. Conclusions and guidelines of the authors may be used in the teaching of foreign languages.

The theoretical significance of the research is in the fact of referring of the works of the following scholars: Baltova I., Canning-Wilson C., Omaggio A., Coombe C. and Kinney J., Harmer J., Rogova G.V., Akhmetova O.S., Issayev S.A., so on.

## 2. THE GOALS OF USING VIDEO MATERIALS

### 2.1. The first and fundamental goal

The effects of teaching English with video materials on students are in many cases not well matched with the efforts that teachers and students have made because teachers do not have clear goals in mind in classroom activities. It is necessary for language teachers to keep clear goals in mind in the classroom when

they use video materials because they must prepare their teaching plans and implement them in reality in order to achieve their goals. Generally speaking, language teachers could set up three goals for their teaching with video materials.

The first and fundamental goal is to facilitate the development of EFL learners' language skills and in particular their listening and speaking skills. Video materials provide visual aids for the listening materials that EFL learners are exposed to. When they are practicing their listening skills, learners often find it difficult to hold their attention long enough once they are exposed to long conversations or passages without visual aids. Videos can provide much more information for listeners and can keep them attention focused on the aural material. On the other hand, authentic video materials can create more realistic language learning environment and stimulate EFL learners' interest in English learning and enhance their comprehensive linguistic competence. Language learning theories state that the process of language learning includes three key parts: language input (reading and listening), assimilation (internal processing and memorization) and language output (speaking, writing and translation). The process of viewing video materials in the classroom is a combination of language input and assimilation. Language learners can improve their istening and speaking skills consciously and subconsciously in viewing video materials and talking about them after the films are over. Students can also assimilate the linguistic and cultural information contained in the video materials. A rich variety of classroom and after-class activities after viewing the video materials provide excellent opportunities for students to practice their language output.

## 2.2. The second and intermediate goal

The second and intermediate goal of teaching English with video materials is to cultivate students' competence of intercultural communications. Video materials such as Hollywood movies and soap operas carry heavy social and cultural background information about English-speaking countries. Since different languages embody the difference of countries in such aspects as social customs, natural environment, tradition and national ethos, it is impossible to learn a foreign language without a good understanding of its cultural background. English movies provide students with direct, vivid and realistic materials to understand the culture and society of English speaking countries because they can reveal differences between their and western cultures through such aspects as the way in which stories are told, how stories are planned and the relationship of characters. If we want to understand the profound implications of carefully selected English video materials, we must first study western culture, history, tradition, social customs and problems. In the end students would be able to use the English language appropriately in intercultural communications.

Let us take the movie Princess Diaries as an example. In the movie, the queen made very strict rules for her disobedient granddaughter to show her nobility and status. Students can have a very good understanding of complicated formalities of European aristocracy through this movie. Another movie Sense and sensibility tells students how unfair the law was for women in the seventeenth century because they had no right to inherit their father's property even though they had charming beauty and good-natured personalities. Although such laws do not exist anymore, students can have a glimpse of English history and culture of that period. Moreover since sense and sensibility is itself English classic students will have direct understanding of the basic story without having to read the novel and it is also a good visual aid for some avid students who want to read the English novel.

## 2.3. The third and advanced goal

The third and advanced goal of English teaching with video materials is to cultivate students' aesthetic values and ability to appreciate English videos of artistic values. Teaching English with video materials should not be confined to giving students opportunities to see English films. After a film is over, students still have aesthetic impressions of the film lingering in their minds, which is the best time for teachers to encourage students to deconstruct, decode and savor the film, on the basis of which students should be encouraged to have in-depth thinking and critical reviews of the film. Therefore, students could benefit the most from their efforts of learning English with video materials.

Motion pictures as an art have a very complicated school of theories. Teaching English with video materials should be different from courses on theories of motion pictures because the goal of learning English with videos and movies is not to study theories on movies and videos but to use film theories to analyze and appreciate English video materials. Due to the limitations of time and students' receptivity, teachers could select some fundamental theories and principles on motion pictures in their lectures. In terms of aesthetic appreciation, before playing film teachers could introduce related background to students and analyze the story such as the theme of the story, genre of the story, main characters, and style of narration. Teachers could also tell students about the techniques of the film such as pictures, scenes, acoustics, and montage. Having some knowledge about the art of motion pictures will prompt students to improve their aesthetics as

well as their English skills and competence of intercultural communication (Hannafin M.J. & Rieber L.P.,1989, pp.190-198).

# 3. TEACHING ENGLISH WITH VIDEO MATERIALS

## 3.1. The Advantages of Video Materials in English Teaching

The Advantages of Video Materials in English Teaching. Video materials have plenty of advantages in English teaching which could be embodied in the following aspect:

- Teaching English with Video Materials Can Stimulate Students' Autonomy and Proactivity.

When teachers bring video materials into their English classrooms, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore they could employ their autonomy in language learning. While viewing the video materials, students can put themselves in the vivid atmosphere created by the video materials and understand the pragmatics of the language used by the characters. Compared with traditional English teaching, such courses truly put into practice the student-centered teaching strategies.

- Video Materials Enrich Classroom Activities, Motivate Students' Passion for English Learning and Help to Hold Their Attention in the Classrooms.

Teaching English with video materials have advantages that other teaching methods do not have because video materials have the sound effects, vivid scenes and dialogues between characters backed up by visual aids. English video materials can provide teachers with more choices in classroom activities and avoid the boredom and monotony of traditional English teaching materials. As a result, students will be able to improve their efficiency of language learning tremendously and teachers will also be able to achieve their goals of English teaching.

- English Video Materials Selected for Language Teaching Are Mostly Depictions of Realistic Circumstances in Life.

Students can see how language is used in real life which is very different from the traditional English teaching materials. For example, the dialogues and voice-overs in the classic movie Forrest Gump provide authentic language input and motivate students to practice their spoken English. Many colloquial expressions and patterns in movies are very difficult to understand and grasp with the help of the visual aids. Listening to different varieties of accents help students strengthen their listening skills and improve their pronunciation and intonation effectively.

- Teaching English with Video Materials Provide Students with Direct Access to a Taste of Western Culture, which Can Complement Traditional English Teaching which does not Pay Enough Attention to the Development of Students' Intercultural Communication Skills.

Language is an integral part of culture and it plays a vital role in the development of students' cultural awareness. Learning English does not only mean the acquisition of such linguistic knowledge as pronunciation, grammar, vocabulary and idiomatic expressions but also means learning how to think like westerners which means English learners have to understand the values, social customs and habits of westerners in order to reach near-native English proficiency. Learning English cannot be separated from the study of the culture of English speaking countries. However, for a long time it is ignored to a large extent in college English teaching in China. Although many students have mastered the four basic language skills of listening, speaking, reading and writing, they in many cases cannot communicate with native English speakers properly because of insufficient knowledge of the cultural and social background of English speaking countries. Because English teaching in China is to a large degree intended for test preparation of one kind or another, teachers pay most of their attention to linguistic forms but ignore the practical use of linguistic forms. Teaching English with video materials can tackle such problems because it combines English learning with the acquisition of social and cultural knowledge and in the end it will enhance students' cognitive competence in English and cultivate English way of thinking.

'Videos, like other theme-based materials, are effective springboards for other content-based classroom activities. They provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities' (Hannafin M.J. & Rieber L.P.,1989, pp.190-198).

As Tomalin observes, the use of video in the classroom is highly motivational for young students. They are stimulated to acquire new words and phrases, while they are learning about the target culture and they are receiving renewed input of the target language (Tomalin B., 1991, p.39).

Other authors highlight the importance of the video as a facilitator of the mental processing, thanks to the images on TV screen that are lifelike, such as representations of people or objects.

The use of audio player CDs with conversations between people is a common practice in the schools, but it seems rather unnatural for students, because they are avoided to see the speaker and the environment. Video provides this environment, and this helps Usage of Multimedia Visual learners to understand a particular discourse and improve their long-term listening comprehension, as well as their "confidence in speech" (Shrossbree M.,2008, p.56).

A study by Canning-Wilson notes that in order to make the listening input easily comprehensible the scenes with utterances should be back up by body language. It is important too that the students who were in sound-only conditions were less successful maintaining the interest and concentration in listening. For Canning what is more important is that video provides visual stimuli that can help students generate predictions and speculations activating their background schemata (Canning-Wilson C., 2000, p.10).

A great advantage of the digital video technology is the chance that teachers have to produce their own videos or search for those which match in the best way with the students' needs and interests (Canning C.,1998, pp.7-8).

The best way to use videos in class, as it has been said when talking about media in classroom, is to totally integrate the video in the lesson, and not using it as an extra activity or break for fun.

Hobbs has described some wrong outcomes of particular uses of the video in language classroom. Most teachers seem to use the video as a reward or to control students' behavior. One of the major concerns of language teachers is the limited academic time to non-instructional pursuits, so the use of video should be integrated in the instructional time by making it effective (Bovy R.,1981, pp.203-211).

As Stoller points out, video can introduce or provide different issues of a thematic unit in progress or a different closure to one, but to maximize its effect, teachers should integrate pre-viewing, viewing and post-viewing activities into the lesson plan. These activities are proposed to encourage the use of the language and develop several other language skills. The purpose of the pre-viewing activities should be focus on the comprehension of the video and the idea of enhancing the thematic unit. With the viewing activities, the teachers should help students to focus on important features, and avoid passive attitude that students usually take when watching a video. The post-viewing activities, the use of new knowledge should be stimulated (Stoller L.,1991, p.12).

Another important point to highlight when selecting the video for the lesson is that it should be motivating and between 30 seconds and 4 minutes, with complete Usage of Multimedia Visual Aids in information, telling a whole story (a trailer) or a section of a story (scene).

One of the most common worries among teachers when using technology is the cost of it, economically speaking, and the amount of time and skills that it requires. But YouTube has offered a new way of accessing to a rank of information and video resources in a simple way, which does not require any special skills and is free.

As it is a global online delivery system, current events, new and cultures can be brought to the classroom with a simple click. Teachers navigate directly to a short focused video segment and in this way the attributes of the video can be exploited without losing students attention, a problem that rises during long-playing presentations. Thanks to YouTube special features, teachers can collect several related videos together in a playlist in order to illustrate the concepts of a lesson or spark discussions about a topic. In YouTube the possibilities are almost infinite; teachers can find from videos of real life to trailers or movie scenes.

A teacher has to use a variety of teaching-learning materials in the classroom, especially to teach a second language like English, as it is challenging for him/ her to sustain learner motivation for one full academic year using a single textbook. Textbook lessons might sometimes cause boredom to learners due to the sameness or repetitiveness of lessons and activities. In such a context, audio and video resources will help sustain learner motivation. Also, teaching and learning in many schools is reduced to rote memorization of questions and answers from the textbook. Resources like the video will help teachers to design many different activities and make teaching and learning more effective, interactive and meaningful (Brinton D.M., 2001, pp.459-475).

Video is a powerful medium in today's world. It offers a multi-sensory experience. It is a wonderful combination of visual, audio and written information. Also, as videos provide rich audio-visual input to children and motivate teachers to use technology in the classroom for effective teaching and learning, they can be exploited as a potential educational tool in schools.

What are the practical implications of using video in the classroom? At the most basic level of instruction, video is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey a message. Video provides visual stimuli such as the environment and this can lead to and generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted. It can be argued that language found in videos could help nonnative speakers understand stress patterns. Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered. In addition, video can stimulate and motivate student interest. The use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction. In a teaching or testing situation video can help enhance clarity and give meaning to an auditory text; it can create a solid link between the materials being learned and the practical application of it in a testing situation; the video can act as a stimulus or catalyst to help integrate materials or aspects of the language; videos can help manipulate language and at the same time be open to a variety of interpretations.

Arthur claims that: "Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning; can teach direct observation of the paralinguistic features found in association with the target language; can be used to help when training students in ESP related scenarios and language; can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening." (Arthur P., 1999, p.4).

Video used in a classroom should be interpretive and to the point. The visual should show reasonable judgment and enhance comprehension, heighten sensory acuteness, and illustrate the target language being used. Practitioners should avoid the use of distracters, over-crowded or violent stimuli. Visuals are ineffective in the learning process when the visual is too small; when the visual or video uses stereotypes; when the visual or video is a poor reproduction; when the picture is to far away from the text illustration; when the video has irrelevant captioning; when the video or visual offers to much information related or unrelated to the picture; when the video or visual is poorly scaled; and when the picture is not esthetically meaningful. A visual cue may be accompanied by a written cue to focus on a lexical item being furnished. Videos can make the task, situation or language more authentic. More importantly, video can be used to help distinguish items on a listening comprehension test, aid in the role of recall, help to sequence events, as well as be adapted, edited or changed in order to meet the needs of the language learner.

Integrating videos into lessons creates enticing visuals and a special interactive environment in the EFL/ESL classroom. Teaching English through videos also allows teachers to be creative when designing language lessons. As Cundell notes, "One of the most powerful ways that video can be integrated into courses is for the visual representation they provide for learners on otherwise abstract concepts." This is the idea that com-pelled me to use a homemade video to teach a one-hour "modals of speculation" lesson for my intermediate students. Videos permitted me to provide my students with audiovisual stimuli to introduce these important modal auxiliaries in a way that made sense to my students (Cundell A., 2008, p.19).

If video is to be used in the classroom to improve listening comprehension, it should be shown in segments and not as a whole. These segments should be broken down to exploit the macro-listening skills and the micro-listening skills from the audio-component of the video. There is scant, if any, empirical evidence to indicate that videos shown in their entirety improve listening comprehension scores of nonnative speakers of English. For as much as the visual may aid in understanding the scenario or general gist of the film's plot, it may detract from the individual messages produced by the speakers. In fact the constant visual stimuli may detract from the auditory component. Empirical evidence has shown that attention spans are lowered when watching videos used to teach foreign languages.

Although video may be a popular tool to use with students, as FL educators we must not loose sight of the educational purpose it has in the language classroom. In any educational activities, teachers must be able to supervise students' learning process effectively in order to realize their teaching goals. Teaching English with video materials is no exception. In order to achieve the systematic and goal-oriented teaching with video materials, teachers must plan their strategies of teaching carefully.

## 3.2. The Selection of Video Materials

First of all, teachers must be careful with the content of video materials such as Hollywood movies and soap operas. Driven by voracious commercial interests, many producers try to attract viewers with movies fraught with violence and adult content. Teachers should not include such video materials in their class. In addition,

teachers should not choose movies that are too obscure for students to understand. Movies and soap operas that reflect everyday life and culture of different periods and regions of English speaking countries are very good learning materials. Video materials that tell stories of historic figures and events are very informative and interesting materials too. Musicals and animations could also be very exciting and relaxing choices. In general, in order to attract students' attention, teachers should choose video materials with simple and morally correct stories, realistic characters and conversations that are brief and clear.

Secondly, because teachers are helping students with their English in the classroom they must scrutinize the language of video materials used for teaching in terms of pronunciation, intonation, authenticity, and imitability. Non-standard English used by characters in videos has negative impacts on students' acquisition of the language. Some nasty language such as four-letter words could be very bad influence for students and if teachers do not give them proper explanations students could make very pragmatic mistakes when they use these words in conversations with native speakers of English.

Thirdly, teachers should control the difficulty of video materials they choose because they have to take into consideration the actual level of students' English. As a rule of thumb, teachers should select movies that will interest students and match their English level of proficiency. Video materials that are far higher or lower than their English proficiency will not hold students' attention. Sometimes the use of subtitles could help students understand video materials.

Finally, teachers must keep in mind that they should not play the movies for students only because video materials like movies are only used to help students to learn English language and culture. Teachers should always keep the three goals of teaching English with video materials.

*Teachers Should Design Many Varieties of Classroom Activities to Take Full Advantage of Video Materials in the Classroom.* Due to the variability among students with regard to their linguistic and cognitive competence, teachers may find it difficult to carry out in-depth discussions on topics of video materials. In order to avoid the problem, teachers should tell students what to prepare for the topics of discussion beforehand. Students can be divided into several groups and each group should include students of both higher and lower English proficiency. Every member in each group should be given specific tasks and they should work together to search and study relevant reading materials before viewing an English video. Finally they have to collect and summarize all materials to prepare for discussions in the classroom. Teachers can ask students to look for introductions to movie stories, views of movie critics, biographies of producers or stars, social and cultural background of a movie or even a simple anatomy of a movie. All of these materials can be accessed on the internet. With so much pre-reading about a movie, students can not only be well-prepared for classroom activities before and after viewing a movie but also can increase their vocabulary and reading comprehension tremendously.

Teachers should not play a movie without giving students any help in the process. They are organizers and facilitators of classroom activities. Teachers could use many techniques in the classroom such as pausing a movie, playing back some episodes several times, dividing an entire movie into several parts, and turning off the sound or pictures in the teaching process. When students view a scene related to a main topic for classroom discussion, teachers could pause the movie and ask students to do some language exercises such as imitation, repetition, dictation, dubbing, and role-play.

Meanwhile, teachers could ask some questions based on the scene. As a result, students will pay attention to the details of relevant episodes and understand the plots much better. For students what movie stars say is much more impressive than texts in books so they are more willing to imitate the actors and practice their spoken English.

Teachers should take such opportunities to ask students to improve their linguistic instincts. On the other hand, teachers could not pause too many times during the movie-viewing process, because too many interruptions will kill students' patience and passion in learning with video materials. Therefore teachers have to design the whole teaching process carefully and maintain a good balance between giving students opportunities to enjoy and learn at the same time.

A large variety of exercises following video materials will help students to have an in-depth understanding of these video materials. Teachers could help cultivate students' lateral thinking skills by having discussions on the cultural background and philosophical ideas of the video materials to check students' sensitivity of the details in the video materials the effects of the pre-class activities and their spoken English. After these discussions, teachers could summarize the key points of students' presentations to help them better understand what is discussed.

*Teachers Should Combine the Appreciation and Anatomy of Video Materials.* After viewing an English movie

or a soap opera, teachers should guide their students to have in-depth, higher level aesthetic discussions and reviews. Therefore teachers should give students some basic knowledge on movie theories, because without a framework of movie theories students cannot go from the stage of viewing movies passively to the stage of appreciating and analyzing the movies actively. On the other hand, it must be kept in mind that if teachers lecture on pure movie theories without examples of movie clips students will be so bored that they could not focus on teachers' lectures at all. As a result teachers cannot achieve the goal that they have set up before going into the classroom.

A more appropriate method is to allow students to see a movie and then give them some theoretical principles embodied in the movie.

After that teachers could ask students to review the movie and analyze the application of the theoretical principles used in the movie. For example, there are seven basic types of stories in most narrative movies: overcoming the monster, the quest, the voyage and return, rags to riches, and the rebirth, as well as comedy and tragedy (Booker C., 2006). Teachers could ask students to analyze and write essays about movies like Casablanca and Brave Heart about how these films use one or more basic types of plots. Students must write clearly to support their points with evidences they could find in these movies.

Video is a great resource to use in class and there are an endless number of ways to exploit it to create motivating, memorable classes with a high level of language production.

Your choice of video may well be limited depending on what you have available to you wherever you are so the suggested activities have been kept deliberately general. They also include several tasks where you have the sound of the video down, and you simply use the moving image. Therefore you can use programmes recorded from the TV in the country you're in. In fact, you can get a lot of mileage out of using cartoons, soap operas or reality TV shows from the students' country as they will be able to tell you all about the characters and you can exploit the natural information gap between you and them!

If you are using films, try to get them with subtitles in English. The great advantage of DVDs is that you can always put on the subtitles in English. If you use the 'subtitles for the hard of hearing' you tend to get more information than you need, such as 'car horn beeping loudly' or 'birds singing' and this can be confusing for the learners, however it's better than no subtitles at all. With higher levels explain that the subtitles have been made for deaf viewers so the background noises are also described. If you don't have any subtitles and you're using authentic materials, make your tasks based mainly on the visuals. As I'm sure you know, you need a high level of proficiency in a language to be able to follow films so lower levels could find it de-motivating if the tasks are too difficult. Using video should increase the students' level of motivation, so take your time to prepare tasks that will be challenging but not impossible for students to succeed in.

Rogow encourages teachers to plan their lessons ahead of time and identify the goals they are trying to achieve by using video as an instructional tool: spark interest, inspire, carry on complex demonstrations, enrich curricular content, practice a skill, reinforce or review a topic (Rogow F.R.,1997,p.15). He also defines a three-step process for teachers to promote interactive viewing in the classroom (Table 1):

Table 1. Rogow's Three-Step Process for Enhancing the Outcomes of Video Presentation in the Classroom

| Step 1 - Prepare | Step 2 - Participate | Step 3 - Connect |
|---|---|---|
| - Preview the program to be sure it meshes with teaching approaches and the class' learning goals.<br>- Determine the setting and length of the video: home viewing, in class, whole segments of clips.<br>- Set clear expectations for the students: be direct about the intended outcomes of viewing a particular video and the follow-up activities that will take place.<br><br>- Practice with the equipment and cue up the relevant portions to viewed. | - Preface the viewing with a few key questions and/or learning objectives.<br><br>- Pause video to flag important concepts and to allow for questions.<br><br>- Use captioning features to reinforce narrated information.<br><br>- Consider a second viewing, especially for younger children.<br><br>- Break students into small groups for discussion, or have them write down their thoughts and then share the results with the larger group. | - Choose follow up activities that connect to hands-on experiences.<br><br>- Explain all connections made, especially for early-grade students. |

When you are planning a video lesson, try to think of it in three parts:

- *Before you watch*

The important thing about the before you watch tasks are that they get students into the topic and you prepare them for what they are going to see. This is the time to pre-teach any tricky vocabulary if you need to. 'Before you watch' tasks could be brainstorms, quizzes, vocabulary matching or any other task that gives some background knowledge about what they are going to watch.

- *While you watch*

These are the tasks that students do while they are viewing, or during a pause in the viewing. Remember how annoying it is to be interrupted continuously while you're watching TV? Bear this in mind while you prepare these tasks. They should be short and simple. You are asking your students to do a lot of multi-tasking by giving them 'while you watch' tasks and you are could be in danger of converting a potentially fun and enjoyable class into a real bore by over-loading the students with things to do. Having said that, we should always keep our students active during the viewing so they don't switch off.

- *After you watch*

Many tasks can follow on from watching a video and what you choose to do really depends on what you are watching. To give a few examples, a discussion could follow on naturally from a documentary, a role play or a 'what happens next?' could follow on from a soap opera and a character study or making your own comic strip could follow a cartoon.

*Advice and suggestions on how to teach English using video:* Video is a valuable and possibly underused classroom tool. There is always the temptation to simply put a video on at the end of term and let our students watch a film without even challenging them to be actively involved

Video as a listening tool can enhance the listening experience for our students. We very rarely hear a disembodied voice in real life but as teachers we constantly ask our students to work with recorded conversations of people they never see. This is often necessary in the limited confines of the language school and sometimes justifiable, for example, when we give students telephone practice. However, we can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that our students can observe in a video clip, provide an important visual stimulus for language production and practice.

There are many things we can do with these clips. Here we would like to demonstrate a wide variety of them. These lesson plans refer to specific films which have been released recently, however, they could be adapted for use with a similar scene in a different film depending on availability. In the following lessons we have tried not to concentrate too much on specific dialogue that students may not be able to pick up; this allows lower level students to be creative in the classroom, using video as a stepping stone to fun and communicative activities.

The activities involve pre-viewing, while-viewing and post-viewing tasks.

*Split viewing* Some students see and hear a sequence; others only hear it. A variety of activities can then follow based on an information-gap procedure. In this particular lesson those students who see and hear the clip from Pearl Harbour are eyewitnesses to the dramatic event, the others are journalists working for a radio station who have to conduct a live interview. Students are not asked to pay attention to any specific dialogue but relay their experience of the scene they have just witnessed to a horrified public. This is particularly good for past tenses and intermediate levels.

*Vision on/ Sound off* Students view a scene with the sound turned off. They then predict the content of the scene, write their own script and perform it while standing next to the television. After the performances students watch the scene with the sound on and decide which group was the funniest or the nearest to the original. This is a good fun exercise. In this particular emotionally charged scene from High Fidelity, three people who work in a record shop have an argument. It is very graphic with plenty of gestures to stimulate the imagination. Good for intermediate levels.

*Video as a listening tool – pronunciation* In some listening exercises we must concentrate on specific dialogue to enable our students to learn. It is necessary to challenge them to listen when dealing with features of pronunciation. I find movies provide a good source of authentic listening material for the practice of pronunciation and I use them accordingly. This particular movie exercise deals with connected speech, in particular prominence (or sentence stress). Without going into too much detail here, English is a stressed-timed language, meaning that certain syllables in a sentence have prominence therefore create a beat, other

syllables tend to be said quickly making it difficult for our students to hear. Prominence, which is the speaker's choice, is used to convey meaning. This is exactly what I want to exploit here. The movie is Family Man and uses the scene where Jack returns home after abandoning his family on Christmas morning and has to take the resulting tongue-lashing from his wife Kate. It involves a recognition exercise which helps students hear that some parts of the sentences are prominent and they are Kate's choice. It also has an argument role-play allowing students to practice sentence stress in context. The use of video is an advantage here as it is an emotional scene with lots of gestures, adding weight to the situation.

*Video as a listening tool - elementary video class.* By the time students get to elementary level they have the level of grammar for more complex communication. It's motivating for them at this stage to enjoy and understand a real movie clip. There are different ways in which we can help them do this. This exercise involves working with a conversation as a jumbled text first then using the movie to check. Conversations normally have logical orders and movies are a great source. There is a role-play which encourages students to practise conversational English.

Video materials contain enormous amount of information about the social and cultural background of English speaking countries. They not only provide students with authentic language material and environment of real communications but also have great aesthetic value. Therefore if teachers have clear goals in mind and plan the teaching process and strategies carefully, video materials can improve students' comprehensive linguistic competence, their cultural awareness and their aesthetic appreciation skills.

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