

•Exploiting video to the max

•Michael Brand

Email: Michael.brand@pearson.com

Blog: eltlearningjournies.com

•Abstract

Let's get creative. Using video to contextualize vocabulary and grammar is all well and good, but that's just the tip of the iceberg! This session will provide a number of fun, original ways to exploit video that are guaranteed to get your students talking.

•Bio data

Michael Brand is a Teacher Trainer for Pearson. A passionate linguist, he studied French and German at Durham University, followed by a PGCE in Modern Languages. He has taught in England and Spain and has experience in the public and private sectors and across the primary and secondary school spectrum as well as adults. He now spends his time training teachers on all things ELT in schools, private language academies and official language schools as well as giving talks at conferences across Spain.

•Video in class: what did that use to mean?



The 'Friday afternoon' video

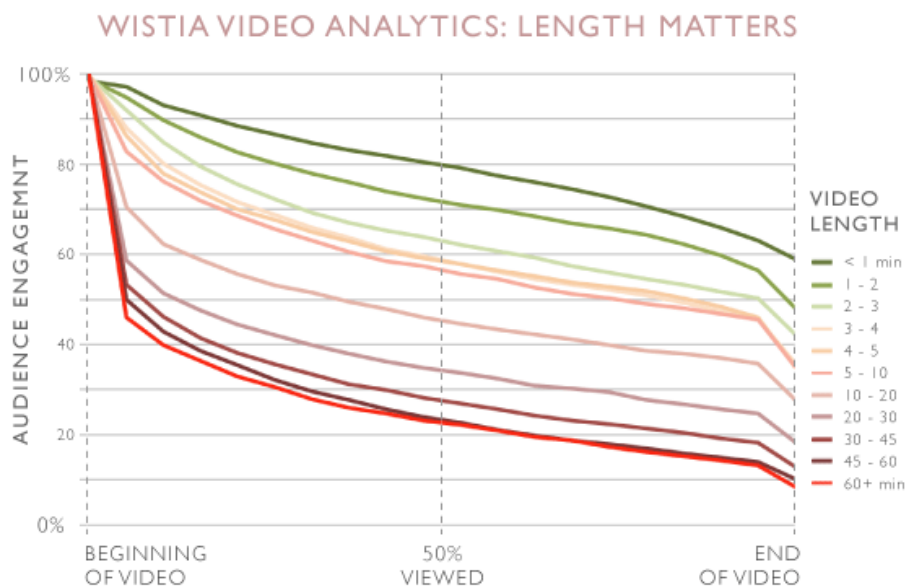
The 'End of term' video

The 'treat because you worked well' video

For this session we are interested in short video, its benefits and original ways to exploit it in class.

•Benefits of short video:

1We're more likely to hold our students' attention



Credit: Wistia

1Short videos can be watched repeatedly in a lesson.

2Focused exploitation is easier: honing in on the grammar, vocabulary, comprehension questions etc.

3 Short videos can be watched on the go: they are easier to fit in.

- **Other benefits of video in general:**

1 Paralinguistic features (body language, gestures, facial expressions for example) and a visual context aid comprehension.

2 Authentic videos are motivating for students as they sense they are watching 'real' English.

-

- **A basic framework we might follow with a short video**

Making predictions about what they're going to see

-provides a reason to watch

Eliciting what students already know about the topic, generating vocabulary and context

Comprehension questions: students listening out for words, details, understanding the gist

Vocabulary exploitation

Using the video as an inspiration / stimulus for student production: written / spoken / video creation.

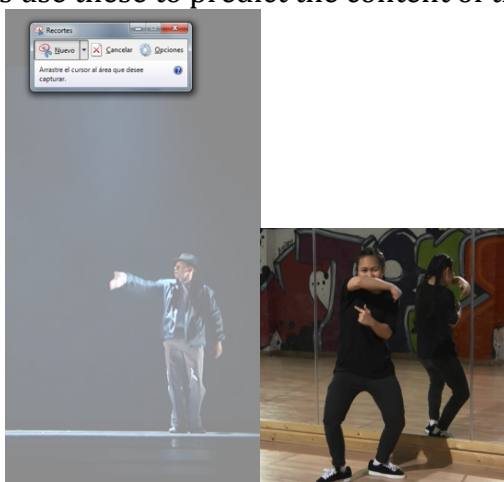
1 Word clouds.

Paste the video transcript into a word cloud generator (such as wordle, tagxedo or word sift).



1Video stills.

Make video stills using the snipping tool found on any windows computer (in Spanish, 'recortes'). Students use these to predict the content of the video, giving



reasons.

These stills could be used in other ways after the video has been watched. For example, students have to order the stills and add a caption under each one, explaining what is happening.

•‘Pre’ activities video 2

1Prediction based on the title.

Just as in reading or listening task, you would encourage students to make predictions



based on the title.

•‘During’ activities video 2

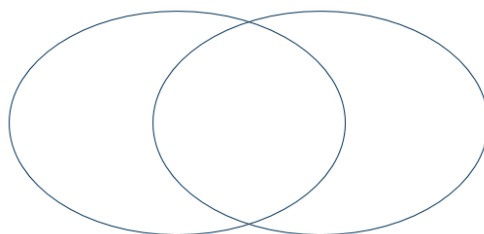


1‘Living Graph’ Pearson

Students plot the mood of one of the characters over the course of the video. So if at a certain character is happy / positive around the one minute mark, you would put a cross above the number 1 and it would be high up the y axis. If they were sad / angry / in a bad mood it would be low down. Make notes next to the crosses as you go along, explaining what happened.

1 Venn Diagram

Students come up with words to describe the characters – which words can be used to describe more than one character? We can get groups of students to present their ideas and



justify their answers.

•‘Post’ activities video 2

1 Word cloud

[illegible]

on you'll
your just finger
One ring a
like day have
this



1 'Back to back with a twist'

Students work in pairs. One student watches a segment from the video (on mute) and provides a running commentary to their partner who is facing the other way. They tell a lie. The partner then watches the same segment. Can they spot the lie?

How could this activity be adapted for lower levels?

- Choose a section where the action changes more slowly (or put the video in slow motion!)
- Allow the pupil who is speaking to see the section once prior to describing it
- Pupils do a summary as opposed to a running commentary
- Pupils have to say three true points and one lie: which was the lie?

[Here is a link to the Naik foundation video.](#)

• Video 4, EDpuzzle

Where are our students watching / working on video? We can adopt the 'flipped classroom' or a 'blended learning' model. A good tool for this is EDpuzzle.

[Here is the video used in the session.](#)

[Here is an example of it being exploited on Edpuzzle.](#)

• Videos used in the session:



Video 1

Video 2

Video 3

Video 4

•Recommended websites:

