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Effective Use Of Video In The Classroom

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Abstract: This article aims at discussing the ways how to blending technology and digital resources, especially using videos in the classroom and what teachers need to incorporate some ways of implementing productive lessons with the help of using videos in the classrooms.

Key words: technology, video, subtitle, video script, scene, sound.

Video is a powerful and highly motivating tool in today's classroom and when used meaningfully they can enhance memory and allow students to see events as they have happened. According to recent research studies indicate that the use of short video clips also allows for more efficient processing and memory recall. Videos can help create an immersive experience for a learner and makes information processing easier – as we all know, while words can make an impact, a picture is worth a thousand words. It provides strong context through bringing the outside world into the classroom and gives your teaching "reality". Video also provides all the paralinguistic features of language that audio only cannot. From short clips to new documentaries to full-length films, video is perfect way to stimulate, motivate and engage students in a topic, to teach new vocabulary, to give them opportunity to listen to authentic English as well as maintain their interests for a longer period of time. It can also be used to generate speaking and writing activities, therefore it is very versatile. Generally video activities are divided into 3 main types or stages:

1. Pre-viewing. Activities are done before watching the video; they help prompt student schema and background knowledge. The teacher uses a video to assess student knowledge and interest.

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2. While viewing: Students have a task while watching the video. They perform tasks and activities during the video, either with or without the teacher pauses the video.

3. Post viewing: After watching the video, the students practice the language forms and vocabulary encountered in the video. Students might run discussions, retell, role play or complete exercises during this stage.

Effective ways to use videos in the classroom

John Hughes, his book "Thousand ideas for English language teachers" suggests with popular ten effective ways of using video effectively in the classroom. One can try some and find what works best with their teaching English.

Sound off

To get students interested in the video, turn the sound off and ask them to watch so that they can tell the class or a partner what they think the video is about or what they think the people in the video are feeling or saying to each other. When the students have done this, play the video with the sound on and they can see if they were right. (Hughes, p 146; 2014)

Image off

You can also play the video with the screen covered or the image turned off. The students listen and predict what they think is showing on the screen. They can discuss their ideas in pairs or groups and watch the video again with the images showing. (Hughes, p 146; 2014)

Numbering nouns in order

If the video includes lots of different objects in different places or moving about, such as in the street scene, write on the board the names of around ten objects which appear. Do not write them in order they appear, but randomly. The students

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watch the video and have to number the objects in the order they see them. This is a useful task for reviewing previously-learnt vocabulary and intruding a few new vocabularies. (Hughes, p 147; 2014)

Comprehension questions

For video with lots of speaking such as narration, write a set of comprehension questions to help the students listen for certain key words or information and to check their understandings. (Hughes, p 146; 2014)

Using the video script

If you have a copy of the script for the video, there are a number of ways to make use of it. You could gap certain words or expressions and get the students to listen and write them down. Alternatively, you could cut the script into individual lines, jumble them and ask the students to put them in the correct order as they watch. (Hughes, p 146; 2014)

Writing subtitles

With a video has subtitles you can switch on or off, try the following task, which is good for intensive listening. Choose a short section of a video with some narration or dialogue. Ask the students to listen and write down what they hear. You will probably need to play it more than once. In between viewings, the students can compare and help each other. Finally, play the video with the subtitles on. The students compare their transcriptions with those on the screen. (Hughes, p 146; 2014)

Translating subtitles

Another variation of activity six works if you have a class where everyone speaks the same mother tongue and you have a video in their language which has an

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option of English subtitles. Play the video in their own language and explain that you want them to translate the words in the video into English. The students watch a few times and translate the text. Finally, they compare their versions with English subtitles on the film. (Hughes, p 147; 2014)

Make a video

It is very easy for students to make a video that they have written and directed themselves. This could be drama they have scripted or a documentary about their own city- the possibilities are endless. The strength of making video is that it really motivates the students on their spoken English, because they are appearing on the screen for other people to see. (Hughes, p 147; 2014)

Make a soundtrack

If you do not have the resources or time for your students to make their own video, you could take an exciting video which show images of places or some simple documentary footages. If the video has an exciting soundtrack, turn it off. The students work in groups and as they watch the video, they write their own narration to accompany it. When they have finished their scripts, a student from each group reads out their new narration as the video plays. By the end, all the groups will have read and listened to several different narrations. (Hughes, p 147; 2014)

What happens next?

This activity works well with a drama. Show a short section of the film with two or three characters. Afterwards, talk about what is happening and check that everyone understands the plot so far. Ask students to work in groups and write the scene that they think will follow on from what they have seen. If you have time, ask them to rehearse reading the new script or even performing it. Each group then reads or performs their scripts to the class. Play the scene that actually follows in the original film for them to compare. (Hughes, p 147; 2014)

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There is no doubt that the vast majority of teachers will use video at some point during their teaching. With help of videos, teachers can integrate the outside world into the classroom. Short footage, newscasts, documentaries, TED talks, YouTube, dramas and even educational clips on the internet or on different massager programs can serve as authentic real-world and up-to-date educational content. They can create a unique, relevant and fun lesson to immerse students in their learning. There are main strategies to use video effectively in the classroom.

- Transcripts aren't always available, if transcripts are available, they can be a really powerful tool. One option is to have students follow along on the transcript and annotate as they watch. Students read the transcript before watching so that they can create their own essential questions for the video.
- Through multiple viewings students may not always enjoy it, however watching a video more than once is a key to going from passive to active and all the way to reactive viewing.

Using videos will lead to a positive impact on student learning. We can summarize that video is the future for all of us involved in education. Students learn best when they are relaxed and engaged in “English mode” and perhaps, most importantly-set them for success in the class. As being EFL teachers, we must constantly give our students a reason to feel good every time when they enter our classrooms.

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