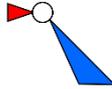


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bncdoc.id	FUA
bncdoc.author	Allan, Margaret
bncdoc.year	1985
bncdoc.title	Teaching English with video.
bncdoc.info	Teaching English with video. Sample containing about 34467 words from a book (domain: social science)
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<662/c>	. Television English also applies classroom techniques to off-air material. The Teacher's Notes suggest a variety of activities which take learners back to the video "text" several times. Video Plan 12 above, from the introduction to the book, gives a summary of the most common activities. (b) Debating a topic Choose a topic which you know will interest and involve your students. If possible it should also be a topic about which your class will have differing views. Video Plan 13 shows how topic-based material can slot into debate which takes place before and after the viewing. (c) Producing a commentary Video Plan 14 is taken from a course developed in the Free University of Berlin which used a range of texts drawn from different media. These were grouped according to theme and accompanied by a variety of tasks. This is one example of a task related to an extract from off-air documentary material within a unit on drugs. A different approach to video materials is to look at how they communicate their message. This is particularly relevant to non-ELT materials since they were produced to convey a message to a particular audience. They can be studied as examples of uses of the medium in the context of the society that produced them. In language programmes which include an element of project work and with students who are interested in contemporary issues, this flavour of media studies can be very motivating. All film, video and television production is an example of the use of tools other than language to communicate to an audience. One way of analysing video programmes is to look at the film techniques employed: editing decisions, camera angles, the way images are juxtaposed all have an effect on the viewer, who is often unaware of it. The group tasks in Video Plan 15 on page 62 encourage students to think about the way a programme was put together. A study of this kind can be related to texts in other media too, giving a comparison of, for example, different ways of approaching the same topic. The treatment of off-air material outlined in Video Plans 14 and 15 could form the basis for discussion of this kind. There are three things to look for in a story: the characters, the plot and the style of telling the story. This is a useful basis for thinking about how you could use a story in class. You will certainly want to make sure your students can follow the plot, and an appreciation of the characters is usually very closely linked to our understanding of a plot. How far you discuss the style will depend on the interests of your students. Interesting stories are good material for developing
 <p>Key:</p> <p><u>Footprint</u> <u>ConEn1</u> <u>Footprint</u> <u>ConEn2</u> <u>Footprint</u> <u>ConEn3</u></p>	
	<p><u>the skill of gist listening</u></p> <p>. You can set a clear goal: <u>the ability to retell the main elements of the plot. It is usually possible to follow the plot without understanding every word in the story and you can choose stories on video which have a strong visual contribution to the storyline. Look particularly for information about characters: attitudes are often indicated by facial expressions or movements. Below is an example of the way you could organise your notes as you preview a story. The camera can take us into people's homes and lives and places of work and lay before us evidence of what life and work is like in another country. You would probably choose to use materials of this kind because the aspects of the</u></p>

culture featured are of relevance to your students. Perhaps they are soon to go to Britain or the States to study or as tourists. Or perhaps they are working in Britain and having to interpret the culture that is all around them. If these are your reasons for using video material which highlights aspects of a society, use the video to find out what your students want to know about it. Different people will notice different things and some of them may surprise you. Leave it as open as possible and encourage them to ask questions, by setting preview questions such as “What differences do you notice between British/North American customs and those of your own country?” “Does anything seem strange to you in the scene?” We said at the beginning of this chapter that you would have to choose when to use video rather than another classroom aid. It’s fairly clear when you would use a book or an Overhead Projector or a magazine picture in your teaching and it’s not difficult to see that video makes a different contribution. The aid that we are most likely to use for the same reasons as video is the audio tape or cassette recorder. We are accustomed to using audio to present examples of language in use. It lets us bring into the classroom different voices and different accents and a skilful use of sound effects can suggest a setting. We can do all of these things better with video. So, if we had the same range of materials on video as we do on audio, would we continue to use audio in language teaching? The answer is yes, but it would have a more limited role. It would be limited to the function it is most useful for in the language classroom: intensive listening. We have established that video is a good medium to use for extensive listening. It is not however so well suited to an intensive, detailed study of spoken language. The present generation of