



VIDEO TEACHING TECHNIQUES USING STAND OUT

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Book 1, Unit 1

Video Summary Strips

Directions: Please put the strips in order

#	Hector describes his father.
#	Hector shows Naomi family pictures.
#	Hector talks about his mom.
#	Miriam tells Naomi about family members.
#	Miriam visits with Naomi and Hector.
#	Miriam, Victor, and Naomi look at pictures of Hector and laugh.
#	Naomi tells about herself.
#	Naomi visits Hector in his home.
#	Victor meets Naomi.
#	Victor takes out the photo album.

Book 1, Unit 1

Technique: Normal Viewing

At first glance, watching a video with both the sound and the picture on does not seem to fit the label of “video technique.” It qualifies, however, as a technique in an educational sense: you, the teacher, are choosing to show the video in this fashion in order to give your students the visual and audio information they need to complete a task.

Because the combination of both the visual and audio tracks supplies an overpowering amount of information, it is best to show very short sequences to your class – one to two minutes of tape generally works best with students.

You will also want to create very structured tasks for your class if **Normal Viewing** is used as an initial viewing. While you can’t expect detailed comprehension from your students, you can create activities that focus on sequence of events, checking off things that they see (or do not see), listening for paraphrases, and gaining impressions that can lead into writing assignments.

The most common use of this technique, however, is on a second or third viewing of a tape segment, after students have a general impression of the content gained through silent viewing. Now they can concentrate on activities that require recall of specific vocabulary or language exchanges.

ACTIVITY:

Look for answers to the following questions as you watch.

- 1) Whose home is it?
- 2) Who is visiting?
- 3) What does Victor do after they all look at the pictures on the table?
- 4) Why does Naomi, Miriam, and Victor laugh when they look at the album?

Book 1, Unit 2

Video Summary Strips

Directions: Please put the strips in order

#	A woman enters the store and asks for a blue sweater.
#	Hector enters the store.
#	Hector shows her a cheaper green sweater.
#	Hector shows the woman a large blue sweater.
#	Hector speaks to Mateo about a job.
#	Mateo shows her a small blue sweater.
#	Mateo shows the woman a cheaper red sweater.
#	Mr. Patel gives Mateo work to do and goes into his office.
#	Mr. Patel speaks to Mateo about Hector.
#	The woman says the sweater is expensive.

Book 1, Unit 2

Technique: Back-to-Back

Jigsaw Viewing

This technique is based on the idea that student partners will each know different, but incomplete, versions of a story. In order to recreate the original story, they will need to share their information. While creating materials imprint or on audiotape to use with this technique is an arduous task, video, with its separate visual and sound tracks, adapts quite easily.

The “classic” mode for **Jigsaw Viewing** requires the ability to send half of the class out of the room for a few minutes. The remaining students watch the video with the sound off. The students then switch places, with the students who just watched the video without sound leave the room and the remainder listen with the picture off. (If you have a second room available, you can make an audiotape copy of the sound track for the listeners so that both groups can work simultaneously.) You will want to create a viewing and listening task sheet for the students to complete separately. Then they will come back together to share their information.

An easier, quicker way is to rearrange the students’ seats so that half of the class face the screen and can see and watch the video; their counterparts sit with their backs to the screen and can only listen. This creates an information gap –the listeners lack vital information and must question their counterparts about the setting, the characters, and the characters’ actions.

As the students watch, those who can see may describe what is happening. Or you may tell the students to wait until the sequence is finished; then the listeners can question the watchers.

One word of warning: choose a sequence of no more than two minutes in length –the listeners get very jealous of the watchers!

ACTIVITY

- 1) Student A watches the video. Student B does not.
- 2) Student A tells the story as it goes on. (The instructor may sometimes stop the video).
- 3) Pairs form group of four.
- 4) Student B tells the story to another Student A (not his/her partner).
- 5) Group of four writes the story (if time permits).
- 6) Group writes story on the board.
- 7) Class watches video with sound.

Book 1, Unit 3

Video Summary Strips

Directions: Please put the strips in order

#	Hector finds vegetables, cheese, and eggs.
#	Hector finds a cake and wants it for breakfast.
#	Hector wants pizza and potato chips for breakfast.
#	Hector's stomach growls.
#	Miriam and Victor tell Hector that pizza is not a good breakfast.
#	Miriam makes an omelet.
#	Miriam offers to make breakfast.
#	Miriam serves breakfast.
#	Victor suggests an omelet.
#	Victor tells Hector to eat breakfast.

Book 1, Unit 3

Technique: Summary Strips

Use the strips on the previous page.

- 1) Before watching, try to put the strips in order.
(This forces students to take risks and to guess.)
- 2) Watch video and check answers.
- 3) Write the story either by copying the strips for low levels or by recalling.

*The Sanchez family is in the dining room before
breakfast.*

Book 1, Unit 4

Video Summary Strips

Directions: Please put the strips in order

#	A man posts a new advertisement about an apartment for rent.
#	Naomi asks questions.
#	Naomi calls about an apartment for rent.
#	Naomi comes to a bus stop.
#	Naomi is not happy with the answers.
#	Naomi reads the advertisement about a different apartment.
#	Naomi runs after the man.
#	Naomi sees an advertisement for an apartment.
#	The agent answers some questions.
#	The agent describes the apartments that are available.

Book 1, Unit 4

Technique: Prediction

The instructor stops the video several times. Discuss the predictions as a class.

Who is Naomi calling?

What does Naomi's expression mean?

What is the man posting?

What will Naomi do next after looking at the new advertisement?

Word Bank

polite	annoyed	poor listener
rushed	sleazy	focused

Use the word bank to describe each character.

Naomi	Agent	2 nd Man

Book 1, Unit 5

Video Summary Strips

Directions: Please put the strips in order

#	Hector and Naomi laugh.
#	Hector gives Mateo directions.
#	Hector gives Mateo more directions.
#	Hector gives Naomi the phone.
#	Mateo calls Hector again.
#	Mateo calls Hector because he is lost.
#	Mateo describes his location.
#	Naomi and Hector talk in a restaurant.
#	Naomi gives Hector directions
#	Naomi gives Hector directions for Mateo.

Book 1, Unit 5

Technique: Listening without Viewing

While Silent Viewing involves getting information through our eyes, **Sound Only** involves listening for aural clues to the action. These include sound effects such as ambulance sirens and car horns, animal sounds, doors slamming, a baby crying, a telephone ringing, and so forth. To use this technique, turn the brightness control until the television screen goes dark. (If this is awkward, or if you still see some of the picture, cover the screen with a newspaper or cloth.)

What is left is, in effect, an audiotape. Students listen to the sounds and the accompanying conversation and make predictions about what is happening: Who and where the people are and what they are doing. They can also try to describe a character from listening to his/her voice: Is he/she tall or short? Old, middle-aged or a teenager? Friendly or unfriendly?

Sound Only may also be the chosen technique when you want students to pay particular attention to a small piece of dialogue, while avoiding the distraction of the activity on the screen. This is particularly interesting when body language and verbal language are contradictory; focusing on each separately can lead to interesting student observations.

The major advantage of this method over audiotape is that students can positively confirm their guesses (or laugh at their mistakes) immediately upon viewing.

- 1) Listen first.
- 2) Read the dialog for lower levels.
- 3) Act out the scene by reading the dialog with gestures or role play for higher levels.
- 4) Watch the video with sound.

Book 1, Unit 6

Video Story Strips

Directions: Please put the strips in order

#	Hector get medicine for Victor.
#	Hector takes Victor's temperature.
#	Hector walks in.
#	Miriam asks Hector to get the thermometer and Victor asks for some water.
#	Miriam asks Victor questions for the doctor.
#	Miriam calls the doctor.
#	Miriam feels Victor's head.
#	Miriam helps Victor sit down.
#	The doctor give Miriam advice for Victor.
#	Victor is sick in his home.

Book 1, Unit 6

Technique: Silent Viewing

Think about how much information we get through our eyes: we make judgments about a person's age, physical appearance, economic status, and mood. We know the time of day and the season of the year. When two people are talking, we infer much about their relationship and personalities from their body language. If we observe small details, as we can through video close-ups, we can find out additional information: whether a person is married (Is she wearing a wedding ring?); relaxed or tense (Is he smiling broadly or grinding his teeth?); or concerned about appearance (are his shoes shined or dirty?). All of this information is readily available for class discussion if you use the technique of **Silent Viewing**.

In addition, video scenes usually present many unobvious clues to their content. (In fact, if you ask your students to tell you about what they have just seen silently – both the sequence of events and the content of the characters' conversations – most students will give surprisingly accurate descriptions.) By watching a scene with the sound off, students gain two major benefits: 1) time in which to absorb the content of a sequence without the anxiety of having to understand the language and 2) a chance to fit the language that they hear on a second viewing into a context. Not surprisingly, their level of comprehension in the second viewing is greatly superior to that of a "cold" first viewing that includes both sound and picture.

To use this technique, turn the volume control to its lowest setting so that the soundtrack is inaudible.

Silent Viewing is excellent for stimulating speaking and writing: students want to communicate their interpretations of the people and actions they have seen on the screen.

Watch and answer the questions:

- 1) Who has the problem?
- 2) Who helps?
- 3) What specifically is the problem?
- 4) What is the solution to the problem?

Discuss your answers in a group.

Discuss your answers in the class.

Book 1, Unit 7

Video Story Strips

Directions: Please put the strips in order

#	Hector meets with Mr. Patel at the store.
#	Hector tells Mr. Patel about his last job.
#	Hector shows Mr. Patel his application.
#	Hector tells Mr. Patel that he knows Mateo.
#	Hector tells Mr. Patel that he is a student.
#	Mr. Patel asks Hector about his work history.
#	Mr. Patel asks what hours Hector can work.
#	Mr. Patel gives Hector a job.
#	Mr. Patel reads Hector's application.
#	The men shake hands to say good bye.

Book 1, Unit 7

Technique: Freeze Frame

This technique is simple. Press the *Pause* or *Still* button on the video recorder so that the picture “freezes” on the screen. You’ll need a video cassette recorder (VCR) or DVD in which the image stands still and clear for about a minute.

What you will now have is a picture. (Think of a video as being made up of millions of pictures.) All of the activities you do with pictures in the classroom are still valid: describing the people or scene, introducing new vocabulary, making inferences about the characters’ habits, livelihood, or economic status from their clothing or physical shape, and so on.

The magic of video, however, is that the characters move and speak. Use Freeze Frame just at the point when a character is about to respond to a question, at a crucial moment when he/she must make a statement or reaction, or when he/she has an interesting expression on his/her face. Ask the students to guess what he/she will say or do. Then release the pause on the VCR, and let them compare their answers with what actually happens.

Freeze Frame is useful, too, for pronunciation and grammar practice. Stop the tape when a character has used an intonation pattern, grammatical structure, or idiom that you want the students to practice. Rewind slightly so that they can hear the utterance again, and repeat it, either along with or following the character’s voice.

Answer the questions when the teacher stops the video.

1. Describe the scene at the beginning
2. What does “never mind that” mean?
3. Why does Mr. Patel make quotes in the air?
4. Will Hector get the job?

Book 1, Unit 8

Video Story Strips

Directions: Please put the strips in order

#	Hector speaks to Mrs. Smith in the classroom.
#	
#	
#	
#	
#	
#	
#	
#	
#	
#	

Book 1, Unit 8

Technique: Comprehension Check

The website has many pages of student activities including summaries of the stories which can be used as reading and comprehension checks. See supplementary handout.