



VIDEO TEACHING TECHNIQUES

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CATESOL 2010

Video Viewing Techniques

1. Freeze Frame

Use the video like a picture dictionary. Pause and ask questions about what students see, ask students to make vocabulary lists, ask questions about how people might be feeling in the video based on what they see in the frame, etc.

2. Silent Viewing

Play a video clip and ask students questions about what they saw, have them try to tell the story to the class or to each other in pairs and in groups, prepare questions for them to answer about the clip guessing at meaning, etc. Then play again with sound.

3. Prediction Techniques

Stop the video at a certain point in the clip. Ask students to predict what will come next in a group or in pairs. Or, do a think-pair-share where students share ideas with a partner after thinking first on their own and then offer their best idea to a group or to the class. Use these techniques also with silent viewing or with pause video.

4. Listening without Viewing

Turn the picture off and have students listen to a clip. Use focused listening techniques and ask students to listen for specific information. Have them complete a task like filling in a chart with information gleaned from the listening. Then play the video again with the picture.

5. Back-to-Back

Ask pairs to sit back to back so one member of a pair faces the video and the other faces away or ask one student of the pair to close his/her eyes. Play a clip with no sound and ask the student watching to describe what happens as it happens. Or, ask the student watching to tell the story to his/her partner after the clip is over.

6. Summary Strips

Write out several sentences that describe the plot of the video. Cut out each sentence on a separate strip and mix them up. Ask students in groups to first predict the order the strips should be in and then to watch the video and make changes to their order where necessary.

7. Comprehension Checks

Play one clip of the video at a time. Ask students questions to check for understanding after each clip. Or, ask students in groups to discuss questions you provide them after the clip. Or, ask students to complete a task like doing a Venn diagram or completing a chart after they have watched the video.

8. Normal Viewing

Watch the video from beginning to end. Often it is best to prepare students for the video by doing some context development first.

1. Technique: Freeze Frame

Video Excerpt: Jenkins and Johnson, Stand Out 2nd Edition Video Book 2, Unit 2. (2:38)

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. In a group, make a list of as many clothing items as possible until your teacher says stop.
 2. In the same group, put an adjective with each word.
 3. Walk around and see if other people from other groups have some additional items or other adjectives and write new items below the line.
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2. Technique: Silent Viewing

Video Excerpt: Jenkins and Johnson, Stand Out 2nd Edition Video Book 1, Unit 2. (2:42)

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 are the people in the video? (4 People)
- 2) Who helps?
- 3) Why does she drop the clothing on the floor?
- 4) What does the manager say at the end?

Discuss your answers in a group. Try to tell the story.

Discuss your answers in the class.

4. Technique: Listening without Viewing

Video Excerpt: Jenkins and Johnson, Stand Out 2nd Edition Video Book 3, Unit 5.

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.

5. Technique: Back-to-Back

Video Excerpt: YouTube Ameriquest Video #3 (:25)

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.

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.
#1	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.

7. Technique: Comprehension Check

Video Excerpt: My EFA (www.myefa.org) Episode 1

Directions: Next to the number, write Y for a correct statement or N for an incorrect statement.

- ___ 1. Alejandro is happy because he finished his computer class.
- ___ 2. Reza works with Alejandro.
- ___ 3. Reza loves to ash dishes.
- ___ 4. Mr. Miller wants to talk to Alejandro.
- ___ 5. Alejandro needs money.
- ___ 6. Mr. Miller needs to hire a new Assistant Manager.
- ___ 7. Mr. Miller hires Alejandro s the new Assistant Manager.
- ___ 8. Stanley, Mr. Miller's nephew, like computers.
- ___ 10. Mr. Miller wants Alejandro to fire Stanley.

8. Technique: Normal Viewing

My EFA (www.myefa.org) Episode 1

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) What does Reza suggest to Alejandro?
- 2) Where does Alejandro see the Help Wanted sign?
- 3) What does Alejandro do?