

dialogue based on the content on the film and asks the students to watch the scene and complete it. A host of other activities such as checking off what they see and what they do not see, focusing of the sequence of events, listening for paraphrases, recalling specific vocabulary and language exchanges can be used with this technique.

III. Post- Watching Activities

One of the key features of good and effective procedure in teaching is that the teacher transfers what the students have learned in class situation to real situation. The goal is that the students use the newly - learned experiences in their everyday life. Activities at this stage can help achieve this goal. The teacher may ask the students to comment on the film they have seen and to add their own ideas to the events happened. The teacher may also ask the students to imagine themselves playing a particular character (*What would you have done if you had been in Mr./Mrs.X's shoes?*). As another technique the students may be asked to prepare a written summary of the events. They can also be asked to make a conversation based on the situation of the film for the next session.

In addition to the above- mentioned techniques , Scrivener (1994) outlines some follow -up activities such as “(1) discussion, interpretation, personalization, (2) roleplay the scene (or its continuation), (3) write a letter from one character to another” (p. 179).

conclusion

Video is one of the integral components of any courses in language learning where

communication is the key goal. It enhances language learning and helps students develop new experiences which can not be achieved in classroom situation.

Teacher can use the techniques and attempt to help students learn better by using video more efficiently.

References

- Allen, M. (1985). **Teaching English with Video**. London: Longman.
- Chastain, K. (1988). **Developing Second Language Skills** 3rd ed. USA: Harcourt Brace Jovanovich.
- Davis, S.R. (1998). **Captioned video: Making It Work for You**. The Internet TESL Journal, Vol. IV, No.3. URL: <http://iteslj.org/>
- Harmer, J. (2001). **The practice of English Language Teaching** 3rd ed. Pearson Education Limited.
- Lonergan, J. (1984). **Video in Language Teaching**. Cambridge University Press.
- Mackenzie, A. S. (1997). **Using CNN News Video in the EFL Classroom**. The Internet TESL Journal, Vol. III, No.2. URL: <http://www.aitech.ac.jp/~iteslj/>
- Richards, J.C. (1983). Listening Comprehension. **TESOL Quarterly** 17:2.
- Scrivener, J. (1994). **Learning Teaching**. Oxford: Macmillan Heinemann.
- Ur, P. (1984). **Teaching Listening Comprehension**. Cambridge: Cambridge University Press.
- Ur, P. (1996). **A Course in Language Teaching: Theory and Practice**. Cambridge: Cambridge University Press.

Mackenzie (1997) believes that asking questions after watching the video is like a memory test a way of helping students understand the content. For this reason, the teacher may give the students a specific task. Setting the task before the students watch the video enables them to focus on particular words or ideas expressed (Mackenzie, 1997). The task could take from such as some multiple-choice questions, a chart to complete, some questions to answer, matching pictures with the information about the characters and so on.

II. Watching

After the students' background knowledge have been effectively activated, and with a certain task to complete, the teacher lets the students watch the whole episode once without interrupting them. Having finished watching the film for the first time, the students do the allocated task. Afterwards, the students watch the whole episode again but this time they watch scene by scene. The following techniques can be used on different scenes:

a)Freez Frame: This is a very simple activity. The teacher pushes the 'still' or 'pause' button at a desired scene. Now there is a still picture on the TV screen. Activities such as describing people or scenes, introducing new vocabulary items, making inferences about the character's habits or emotions, economic status or physical shape and a host of other activities, can be done here. Freeze Frame is useful for prediction activities, too. It can be used just when a character wants to respond to a question or at a crucial moment when he/she wants to make a statement or reaction (What's he / she going to say? What's he/ she going to do?).

The teacher asks the students to guess what he/she wants to say or do.

This technique can also be used for reproduction. The teacher freezes the picture and asks what the character has just said.

b)Silent Viewing: This is an excellent technique for stimulating speaking and writing. The teacher turns off the sound so that the students watch the scene without any sound. As the students are watching, they talk about the events happening. The student may also be asked to say what the characters are saying. This is especially important when the teacher wants to focus on the language of the film.

As it was mentioned earlier, Silent Viewing (in normal mode or fast-forward) can be used as a pre-watching activity to activate students' background knowledge, too.

c)Sound-Only: This technique is quite the reverse of Silent Viewing. Here, the Sound is on, but the picture is off. To use this technique, turn the brightness control until the TV screen goes dark, or simply put something over the TV screen. What is left, in effect, is an audiotape. But the major superiority it has over the audiotape is that the students can confirm their guesses immediately. The technique can be used for prediction purposes: *Who are the people talking? Where are they? What are they doing? What is their relationship? What is their emotional status?* and so on.

d)Normal Viewing: Although at the first sight, this may not seem as a 'video technique', it is treated as a technique once it is accompanied with certain tasks and activities. The teacher gives an incomplete

paper and the techniques that follow mostly apply to these types of film, though they can also be used for the first type.

Language learning films are usually divided into some episodes each dealing with a particular situation and representing some functions of the language. The episodes range from 5 to 10 minutes in length. The episodes follow a particular story with reports, between one episode and the next. *Video File 1* and *Video File 2* can be mentioned as examples of such types of language learning films.

One advantage of language learning films is that they have been made "with students at a particular level in mind" (Harmer, 2001: p. 284). This has the additional advantage of making the film easier for the students to understand. However, there is always this fear that the material in these types of film may be too unsophisticated and stilted resulting in inauthentic language and poor situations.

Techniques and Procedure

The lesson starts with the pre-watching activities, proceeds to watching and ends with post-watching activities.

I. Pre-Watching Activities

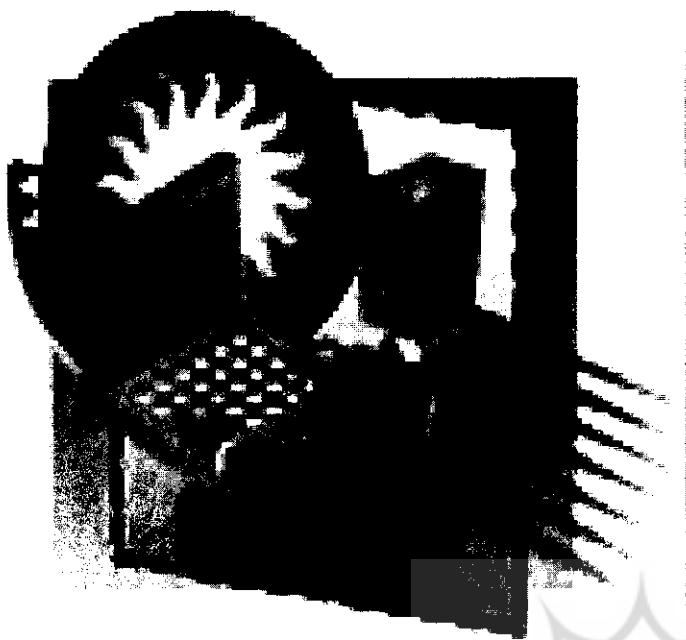
The key to using video effectively lies in the teacher's ability to empower the students to receive the message (Davis 1998). Although including unknown linguistic forms in listening activities is now justified theoretically, the type and number of unknown linguistic elements undoubtedly affect students' ability in listening comprehension (Chaetain, 1988). Therefore, key words and phrases should be highlighted and taught before the students start

watching.

In addition, we rarely listen to something without some idea of what we are going to hear (Ur, 1984). Richards (1983) refers to this prior knowledge about the subject matter or context as the 'script competence'. In order to activate student's background knowledge the teacher can use a host of techniques. For instance, if the students are going to watch an episode of a film which is about "going to a bank", the teacher may ask a few questions such as "How often do you go to a bank? When did you last go to a bank? What did you do at the bank? and the like. The teacher seeks the answers from the students. Giving a short anecdote or an imaginary story on the topic can also help the teacher activate students' background knowledge effectively.

Harmer (2001) presents two techniques which can be used to serve the purpose. The first is the fast-forward technique. The teacher presses the 'play' button and then fast forwards the video. As such, the students see the whole episode in a few seconds without any sound. Then the teacher asks questions as what the story might have been about. The other technique, which takes a little longer than the previous one, is silent viewing. The students watch the whole video in normal mode with the sound turned off. Then the teacher asks students to discuss what the film is about.

One of the key concerns of teachers in pre-watching activities should be to make students' listening and watching purposefully. In addition, it is a difficult task if the teacher asks the students to watch the film and then ask them questions on the content of the film. Also,



It is now for some decades that teachers have been trying to use video in their language classes in order to enhance both classroom teaching and language learning. The use of video in language classes is beneficial in that it adds an extra dimension to the learning experience because of the unique advantages it provides for the students. This paper aims at presenting language teachers with the techniques of using video in their language classes. Below some of the advantages of using video in language classes are outlined followed by the practical techniques and procedures to use video.

Advantages of Using Video in Language Classes

Harmer (2001) holds that the first and the most important advantage of video in language classes is that "the students do not just hear language, they see it too" (p. 282). Lonergan (1984) and Allen (1983) also claim that one

obvious feature of using video in language classes is that the language forms the student learn is supported by visual aids. This, in turn, is significant in that it helps the student understand the language better since part of the meaning is conveyed through paralinguistic features (facial expressions, gestures, body language, etc.). The second feature of using video is that it gives the students "cross-cultural awareness". Those cultural points that can not be duplicated in class can be highlighted in the video and taught to the students. Besides, students can see for themselves how native speakers behave in various situations, what their interests are, what they wear, and what kinds of food they eat and so on. Still another characteristic of using video is that it enhances student motivation. Using video in class helps the teacher keep the students motivated during the long journey of learning the second language. In this regard, Ur (1996) holds that listening activities based on simulated real-life situations (language learning films) are likely to be highly motivating. More importantly, video gives students real experiences of using the second language thus making it easier for them to use the L2 when they face the same situations.

Types of Video Films

Generally speaking, there are two types of films which can be used in language classes. The first type, according to Harmer (2001), is *real-world video* such as feature films, documentaries, comedies and so on. The second type is the *language learning film*. It is this latter type which is the focus of this

Techniques and Procedures in Using Video in ESL Classes

Mehdi Shayanpour

mehdishayanpour@msn.com

Shahid Chamran University

Teacher Training College, Shushtar

چکیده

در دهه های اخیر، فناوری آموزشی در آموزش زبان دوم پیشرفت چشمگیری داشته است تا جایی که امروزه استفاده از کاست ها و فیلم های آموزشی و حتی فیلم های سینمایی و اخیراً اینترنت در کلاس های زبان، کم کم به امری طبیعی تبدیل شده است. در این راستا، نیاز دبیران محترم زبان انگلیسی به آشنایی هرچه بیشتر با این دستاوردها بیش از پیش احساس می شود. مقاله حاضر، به ارائه تکنیک ها و روش های استفاده از فیلم های آموزشی زبان که بیش تر حاصل تجربیات این جانب است، می پردازد. امید است که مورد استفاده دبیران محترم زبان انگلیسی قرارگیرد.

کلید واژگان: فیلم های آموزشی زبان - فیلم های واقعی - تصویر ثابت - صدای بدون تصویر - تصویر بدون صدا.

Abstract

The use of video in language classes has gained prominent value in recent decades due to its unique advantages in language learning. One of these advantages is that in areas where students can not meet native speakers, video provides opportunities for them to hear authentic speech. In addition, it helps the students get acquainted with the cultural values of the language they are learning. However, these advantages are not achieved unless teachers are familiar with the techniques to use video effectively in their language classes. This paper is an attempt to present useful techniques and procedures to use video more efficiently in the classroom.

Key Words : Language Learning Films, Real-world Films, Freeze Frame, Sound-Only, Silent Viewing