

# TEACHING STRATEGIES FOR USING VIDEO IN ESL LESSONS

**General teaching strategies that enhance the use of video materials have to do mainly with four skills:**

- **Prediction**
- **Comprehension**
- **Listening practice**
- **Speaking practice**

## **Prediction**

Show the title and / or the first images and ask the children to imagine what is going to happen.

Pause at a scene and have students predict what will happen next.

Pause after a particular line of dialogue and have students predict the next line.

Play an entire scene with only the sound on. Students listen and predict the situation , the characters , setting , mood etc.

Play an entire scene without the sound on. Students predict the lines of dialogue

## **Comprehension**

### Before watching

Give students a reason for watching, specific things to look and listen for before they watch a scene.

### While watching

Freeze-frame the scene by using the pause button and check students' understanding. Ask them to rephrase and tell you in their own words what has just happened. Choose a short scene.

Students can answer comprehension questions as they watch

Ask the students, when they hear a certain word, phrase or structure, to:

- Raise a hand.
- Make a gesture.
- Do an action.
- Say the word or phrase.

Ask the students to count the number of times they:

- See a person, animal, object or action.
- Hear a given word, phrase or structure.

Position the class so that only half the children can see the screen. With or without the sound.

- Those that can see describe what they see to the others.
- Those that can't see ask questions.
- Write on the board: What? Where? Who? How many? etc. The children ask each other questions about the film.

### After watching

Students can answer comprehension questions after they watch  
Students can fill in missing words in dialog lines.



By using the Print screen key in the keyboard, you can capture a scene of the video and paste it in a Word document to create a screenshot. Several screenshots can be used as a writing activity

### **Listening practice**

Students focus on the dialogue of a particular scene in order to listen for specific words that you ask them to notice. This works well typing a list of words for students to tick the ones they hear in the dialogue.

Using the pause control to stop the scene after each line , use this as a dictation for students.

### **Speaking practice**

- Role Plays: Have students role play a scene, practicing the lines of dialogue for correct intonation and emphasis.
- On-Location Interviews: Have students circulate around the classroom and interview each other using questions contained in the video segment. Students can then report to the class about their interviews.
- Information Gap: Have half the class see a segment without audio and the other half hear it without the picture. Students from each half of the class then pair up, talk about the situation and characters, and act out the scene.
- Strip Dialogue Scenes: Write dialogue lines on separate strips of paper, distribute them randomly, and have students recreate the scene by putting the lines together.
- Have students think about what the characters in the scene are thinking but not saying. Students can create these interior monologues, present them to the class, and discuss any varying opinions about characters' inner thoughts during the scene.
- Have students tell which characters they identify with and explain why.