



How to Exploit Video Sequence in EFL Class

— Practical Teaching Suggestions for EFL Teachers —

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국문 요약

교육 현장에서 활용되고 있는 교구로는 오디오와 비디오를 들 수 있다. 그러나 다른 어느 교구보다도 많은 장점을 가지고 있는 비디오가 수업 현장에서 별로 효과적으로 활용되고 있지 않는 상태이다. 그 주원인은 교사 연수나 자료 보급이 충분하지 못했던 것으로 분석된다. 이러한 실정을 감안하여 현장 교사에게 비디오를 효과적으로 수업에 활용할 수 있도록 실제 수업에 적용이 가능한 다음과 같은 정보를 제공하는 데 그 목적을 두었다.

1. 언어 학습 현장에서의 비디오 역할
2. 비디오 수업 지도안 작성 이전에 교사가 해야 할 일들
3. 수업에 적용될 수 있는 비디오 활용 교수 방법
4. 비디오테이프를 활용한 수업 모형 제시

현장교사들은 창의적인 의욕을 가지고 자기 학생들에게 적합한 교수 방법이나 자료를 선택내지는 개발을 해 나가야 할 것이다. 아울러 아직도 미흡한 점이 많은 비디오 자료 개발이나 교수 방법(nethodology)에 대한 전문가들의 관심과 연구가 절실히 요구되고 있다는 것을 제언하고 싶다.

I. Introduction

Many schools have invested in video equipment and software, because they expect that video can replace the language teacher and that furthermore it may bring the near native language environment which facilitates students' listening and speaking skills. Teachers now have lost their interest and expectation about the medium of video as a tool for language teaching, and as Allan says, it ends up with an expensive 'white elephant'.

In fact, most of the language teachers in Korea do not know how to exploit video in language teaching not as a substitute of the teacher but as a useful teaching aid. It is mainly because there have been lack of teacher training program in the use of video. Thus, this paper purports to help teachers by providing with practical use of video language program specifically in teaching English.

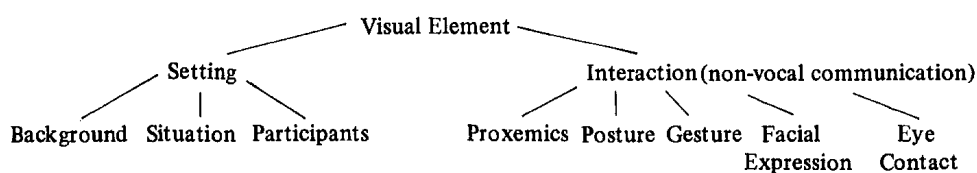
This paper will deal with the classroom use of videotape developed commercially which can be obtained at the domestic video market. Prior to presenting practical video teaching techniques exploitable in EFL teaching and the example of video lesson dealing with videotaped language sequence, it would be necessary for the teachers to examine the characteristics of video and see what it can do for language teaching. To enable the teachers to exploit the video effectively in the class with confidence, the following has to be informed and discussed:

1. Role of video in language teaching
2. Basic preparation procedures prior to lesson planning
3. Classroom application of video techniques
4. A process of teaching an example video lesson.

II. Role of Video in Language Teaching

Video possesses more exploitable advantages over the other teaching aids which most of English teachers have been familiarized with for years, such as OHP, slide, audio cassette, etc. Those advantages can be stated as its simplicity in operation, its versatility in usage, its provision of audio and visual elements. Among these advantages, the visual element* video provides can

* Jane Willis summarizes visual element as follows:



possibly be exploited more effectively in teaching English than others, since it enables to present the complete communicative situation to the classroom. Students can not only hear the language, but they also see the characters in live background where the communication takes place. Video with this visual element can benefit language learning students in a number of ways:

1. It can enhance students' interest and motivation (Sturtridge 1978, Thomas and Alan 1984). Macknight's research shows that teachers like video because they believe it motivates students, bringing real life into the classroom, and students like it, too. Students can also identify the language easily with characters and the situations, since video presents language in a lively and entertaining way.
2. It can facilitate comprehension and communication of spoken language. As video makes students see the characters talk, it allows them to understand language better than when they just listen. In other words, aural and visual clues lead students to a fuller comprehension, supplementing each other. J. Willis (1983) indicates that non-native speakers are likely to rely more heavily on visual clues to support their comprehension than are native speakers. Riley (1979) supports it more strongly by pointing out, '.....human communication is a multi-channel phenomenon: we can communicate along any of the sensory channels two of the sensory channels are especially privileged. These are the visual and acoustic channels.' Video makes it possible to make use of these channels and allows students to have the whole communicative process which leads to better comprehension and communication.
3. It can reduce the teacher's explanation and translation. This visual element which makes the communicative situation complete helps the students grasp the meaning of a lot of vocabulary clearly from the video context. This frees the teacher from explanation and interpretation.
4. It can stimulate a range of meaningful follow-up activities. This is a very important factor the video can benefit the students. They can extend their learning experience into real situation of language interaction. This application stage makes them integrate video presentation into their own personal experience and interests.
5. It can provide cultural information linked with language. By seeing people actually talking and interacting in their own surroundings, students can obtain a great deal of cultural information. As Telatnik and Kruse (1982) indicate, 'cultural isolation in language learning fosters linguistic retardation.' Communication will break down when cultural perceptions and attitudes do not work in the new cultural environment. Learning language through video which can bring in near real life situation will enable the students to apply their

language experience to the new cultural setting. They can match functions to context and behavior (Lonegan 1984).

III. Basic Preparation Procedures prior to Lesson Planning

1. Language Objectives

Before the material selection occurs, the teacher must have a general idea of what language objectives to be achieved and bear in mind the students' needs and goals as well.

2. Initial Preparation

It is essential for the teacher to examine both the script and the picture to see how sound and the picture interrelate to convey the message and whether language including content is at proper level of the students. According to J. Candlin, below are the possible steps to follow:

- a. Select a suitable short program, analysing its overall structure and role of the presenter/main character.
- b. Select the sequences* which can be exploited for the language objectives of the students.
- c. Divide each sequence into smaller segments, noting cues for stopping places at the beginning and end of each segment.
- d. Dealing with each segment, plan the three steps:
 - . task before viewing
 - . viewing
 - . post-viewing
- e. Prepare any necessary supplementary media, OHP, audio cassette, etc.

* J. Willis (1982) informally defined 'sequence' and 'segment' as follows: It seems it is used to indicate an extract from video program, but length and complexity of the extract is variable. We suggest that we adopt the term 'sequence' only for an extract that consists of a complete unit, ie either a whole transaction, or a series of exchanges what make sense on their own. Anything smaller, ie less complete could be termed a 'segment'."

IV. Classroom Application of Video Techniques

In most of the language classes using video in Korea, it is likely to be lack of teacher's input. Teachers and students expect to be passive viewers instead of being active participants, because watching screen is normally associated with entertainment and relaxation. The teacher's role is very important in guiding students to active language learning through wide variety of teaching techniques and ideas. Here are some suggestions of techniques possibly to be exploited in the EFL classroom with the video programs. Individual language teachers can create their own teaching ideas suitable for their students only if they recognize their need and language background.

Each activity is classified using language skills, aural, oral, written, reading as well as 'visual' which refers to the ability to perceive nonverbal interaction (gesture, posture, facial expression, etc.)

Vocabulary Development

1. Aural

To improve listening discrimination, students are given a list of key lexical items and check off each item as they hear it on the tape. The words are in order (i.e as they are heard on the tape). If a student misses a word, he can continue further down on the list. This technique is especially useful where a student's previous language study has been book-based and s/he is unable to isolate lexical items as they appear in native speaker speech.

2. Aural/Visual

Students are provided with a list of selected vocabulary and must deduce the meanings based on the verbal/visual context of the VTR.

3. Aural/Visual

With an advanced class, students can be given a list of definitions and must find the lexical items to match those meanings.

4. Reading/Aural/Visual/Oral

Before students view the VTR, have them match key lexical items with their definitions. View the VTR and allow time for corrections, then divide the class into small groups and let everyone compare results. The teacher confirms any items the class is still uncertain about.

Comprehension

1. Aural/Visual/Oral

A comprehension question sheet is given out before students view a VTR and, to focus attention, specific questions are assigned to each student making certain that for every question there are at least two people assigned to come up with an answer. The questions should be tailored to the level of the class: for example, they may be as simple as stating 'true' or 'false', or as complex as a series of 'wh' questions focusing on behavior, abstract concepts, etc., or a combination of both. Have students complete the handout individually, then divide the class into groups so that they may compare their results. Using only English, they must justify their answers and reach a consensus.

2. Aural/Visual/Oral

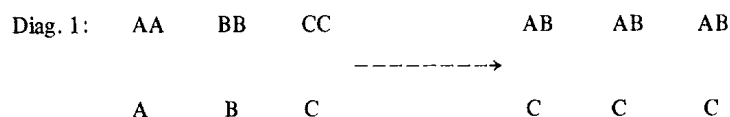
The class then views short segments of the VTR and each member must produce two questions based on the segment to ask S1, who answers as best as/he can. Another student then replaces S1, and so on. In this activity, the students are responsible for preparing and answering the comprehension questions, thus keeping teacher talking time to a minimum.

Transcription

1. Aural/Written/Oral

The class is divided into groups and each given a tape containing a portion of a passage under study (i.e. each group has different part of the same passage) which they must listen to and transcribe. By working in groups, students are forced to focus their attention on difficult aural comprehension areas, suggesting possible logical solutions based on what they hear and think would be the appropriate tense, lexical item, etc. Once the passage has been mastered (i.e. understood), divide each group into pairs and have them summarize the information. The class is now rejoined and new groups formed of members from the 'old' groups (see diagram). The students in

each group verbally exchange the various bits of information they have. This exercise is particularly useful for presenting the basic story line of a VTR before it is actually viewed, and helps reduce the feeling of being 'overwhelmed' which sometimes results when watching an episode for the first time. In fact, it is probably better to present only half a VTR (about 10 minutes) in any one class period to allow for more intensive study and reduce the amount of class time used for viewing.



2. Aural/Written

Once students have their own tape of the soundtrack, they can write out transcriptions as homework. This is especially efficient since a student can select the passage which s/he has found the most difficult, interesting, useful, etc. The teacher should correct the finished product in two stages. Firstly, underline errors in red. Do not write in corrections, but give hints instead, i.e. the number of words, meaning, etc. Redistribute the papers and have the student listen to the tape again and try to make his/her own corrections. The transcription is then given a final correction by the teacher. Students should be encouraged to submit only 1-2 pages per week. Otherwise, this activity can prove an exercise in frustration for both the student and the teacher marking it.

3. Aural/Written

Listening tests can be used in place of full transcriptions and are much less time consuming since the body of the text is provided with only selected items deleted. These deletions can be at random or focused (i.e. grammatical constructions or speech reductions missing), or cloze tests (deletions at regular intervals).

Drills

1. Oral

Common, critical listening problems can be isolated by carefully analyzing student transcriptions. Cloze tests and dictations can serve to overcome these difficulties through focused listening, after which the student should be encouraged to imitate 'schwa' reductions, etc. in his/her own

speech. To prepare students for this final stage, drills are especially useful. Though controlled, they incorporate natural sentence stress and intonation when performed properly and, combined with repeated viewings of the VTR, can eventually influence the students' speech.

Summarizing

1. Oral

The absentees can be used to the class advantage by having those students who were present in the previous class and have seen the latest instalment of VTR reiterate the story for the 'absentees'. This activity ensures that the entire class has been updated and also gives students the opportunity to develop their summarizing skills. The exercise can be taken a step further by having everyone suggest what will happen next, followed by a viewing of the VTR.

2. Aural/Oral

The teacher interrupts the video presentation at any point and gives the students opportunities to retell what they have just seen. This type of activity gives practice in the language features used in story-telling and recall, for example, the use of the simple past, the connectors, etc. Stopping the tape and asking questions is very easy to do with video.

Dialogues/Roleplays

1. Aural/Oral

The class listens to a tape passage and selected students reenact it. They do not have to give an exact repetition as long as the basic content is the same. They must continue the conversation by ad-libbing. The ad-libbed portion can be recorded and analyzed by the class which suggests improvements, such as correct use of connecting language, etc.

2. Visual/Aural/Oral

View a portion of the VTR with the sound turned off. This focuses student attention on body language and gesture, facial expression, etc. Play the tape of the same portion, this time pointing out register, tone, etc. Finally view the VTR once again with sound for the total effect. Next, divide the class into pairs and give each a dialogue to read or memorize and perform for the class. Each student must assume the personality of one of the characters in the episode when acting out the dialogue, and the rest of the class tries to guess at the identity. This activity

encourages both performer and audience to pay closer attention to the manner in which we speak and is especially effective with students whose culture has considerably different or limited body movement and facial expression when talking.

3. Oral/Written

Based on the functional themes presented on the VTR, students can create their own dialogues which are related to their particular situation (interests, school, etc.). These dialogues can be developed into role plays.

Conversations

1. Oral

Once students have learned the various ways to dis/agree, they are asked to find a solution to the problem which arises at the end of each VTR episode. The class divided into pairs with each student given the part of a specific character (i.e. they take someone's side). Once the pair has reached a consensus, they should approach another pair and begin the process again, and so on. The goal is to have the entire class come up with one solution and time limits must be imposed to make this activity more efficient.

2. Visual/Aural/Oral

The class is divided into pairs which are placed back-to-back with S1 able to view the screen, while S2 has his back to it. The VTR is shown with the sound turned off and S1 describes what s/he sees to S2. Students should be cued ahead of time with the key lexical items and positions changed every few minutes (i.e take turns), since S2 is under a great deal of pressure, while S2 can become frustrated since s/he is missing out of the action. On the other hand, by not being able to see, S2 is likely to demand a continuous explanation, forcing S1 to speak. This activity makes TTT (teacher talking time) at a minimum.

A variation of this activity is to create a complete video split: that is, the sound and the vision are presented separately to the class divided into two groups. If the soundtrack exists separately on audio tape, then a sequence without sound is shown to one groups and the soundtrack of the same sequence on audiotape played to the other group. If the soundtrack does not exist on audio tape, the printed transcript can be used instead. Piercing together what happened is slightly difficult because both S1 and S2 in each pair will need to ask and answer detailed questions.

V. A Process of Teaching an Example Video Lesson

The following example, taken from 'Video English' (the British Council, Macmillan Publishers), is at the intermediate level.

Sequence	: 5
Title	: Making a Purchase
Character	: A middle-aged man A middle-aged woman A shop assistant
Relationship	: Husband/wife Customers/shop assistant
Register	: Formal (with assistant) Informal (husband and wife)
Tone	: Polite (husband and assistant) Annoyed (wife)

Language Guide

Language Functions

1. Offering assistance (Can I help you?)
2. Asking for things (I'd like/ Have you got?)
3. Asking for information (What size....?/ What color?/ What style.....?)
4. Asking someone to do something (Would you like?/ Just + Imperative)
5. Apologising (I'm sorry/ I'm afraid)
6. Making suggestions (What about?/ If you ask my opinion, I suggest....)
7. Expressing dislike (I don't like)
8. Expressing gratitude (Thank you very much, indeed./You've been most helpful.)
9. Expressing obligation (You've got
10. Expressing an opinion (I think..../ I suppose.../ I don't think....)

Vocabulary		Idioms
range	uncomfortable	built up
ankle	limit	have in mind
chilly	pack	go with
sharp	notice	
gaudy	do (suffice)	
dance (n. & v.)	neat	
strappy	attractive	

Summary

A couple enters a shoe shop. The wife says she is looking for a pair of evening shoes, but offers no more information apart from the fact that she takes a very small size.

The woman rejects several shoes, in a brusque way. The husband keeps quiet but is clearly embarrassed. The assistant finds it increasingly difficult to remain polite.

The husband finally intervenes and forcibly suggests that the wife takes the first pair of shoes. The assistant and the husband join forces in persuading the wife, who eventually capitulates in some confusion. She is probably surprised by her husband's unexpected intervention.

Videoscript

0.00 A husband and wife enter a shoe shop. An assistant approaches.

0.09 Assistant : Good morning, can I help you?

Wife : Yes. I'd like a pair of evening shoes, please.

Assistant : Yes, what size, madam?

0.14 Wife : Three and a half.

Assistant : Three and a half? Er... what style and color did you have in mind?

Wife : I think you will find my size will limit you. Just bring me what you've got.

0.23 Assistant : Right.

Wife : (To her husband) I'll never find a pair of evening shoes in a shop like this. I left my shoes right by the case. Why on earth didn't you pack them?

0.33 Husband : I'm sorry, dear, I didn't notice.

Wife : You know what trouble I have finding shoes to fit me!

The assistant selects a silver sandal and takes it to the wife.

0.49 Assistant : Oh, excuse me.

She pulls out a footstool.

Assistant : Thank you. What about these? Are these the kind of thing you have in mind?
Or would you like to try them on for size, anyway?

Wife : Yes.

1.00 Assistant : Then I'll go and put them back. There we are. How do those feel?

Wife : I'll tell you when I've stood on them. Have you got a mirror?

1.10 Assistant : Yes, just there.

The wife walks over to the mirror and looks at the shoes.

Assistant : It's turned rather chilly today, hasn't it?

Husband : Yes, it is a bit sharp.

1.19 Wife : Yes, well, they fit alright. I do think they look a bit gaudy.

Husband : Oh, I don't know.

Wife : Have you got something else?

The assistant brings another pair of shoes.

1.38 Assistant : Well, there are these which are a more strappy style, and there's something down here similar only a bit more built up at the back.

Wife : No, no.

Assistant : Right. I'm sorry I've got a bit of a problem with your size.

She brings another shoe.

1.57 Assistant : Now this is a very popular shoe, very smart. Would you like to try that one on?
Oh, that's the other foot, I'm sorry.

The wife tries the shoe on.

Assistant : There we are.

2.11 Wife : Oh, no! Those are terribly uncomfortable.

Assistant : Would you like to try them in a half size bigger?

Wife : No. I don't like the style anyway.

Assistant : Right.

She looks for more shoes.

2.26 Assistant : Well, I'm sorry, madam, I'm afraid all that I have in your size is this er...
this shoe.

Wife : And I'd hardly call those evening shoes, anyway.

Assistant : Well, no, but I'm afraid, in the range, I don't have anything left in your size.

2.38 Husband : Thank you very much, miss. You've been most helpful.

He turns to his wife.

Husband : Look, dear, you've got to have pair of shoes for tonight. This is the fifth shoe shop we've been in. If you ask my opinion, I suggest you the first pair you tries on.

Wife : What, these?

2.53 Husband : Yes, I think they look very smart.

Assistant : Can I just ask you... is it a dance you're going to tonight?

Husband : Yes, it is.

3.00 Assistant : Well, in that case, I really think these would probably be the most suitable, because they've got a lower heel than most of the shoes I've shown you, which means that if you're going to be dancing all night, you're going to be a lot more comfortable in them.

Husband : There you are, then.

3.11 Assistant : Would you like to try them on again?

Wife : Yes, alright.

Assistant : I'll get the other one because it's so much easier to tell you with shoes when you have the pair on.

3.19 Husband : Yes, please do.

Wife : (To husband) Do you really think they look alright?

Husband : I think they look very neat.

Wife : Umm.

The assistant puts the other shoe on.

3.31 Assistant : There we are.

Husband : Now look in the mirror and you'll see what I mean.

The wife goes to the mirror and looks at the shoes.

Assistant : I think those look most attractive.

3.38 Husband : They're very pretty. They make your ankles look very smart.

Wife : Yes, well, I suppose they'll go with my dress.

Assistant : Are you wearing an evening dress?

Wife : Yes.

3.50 Assistant : Well, I really don't think you're going to find anything more suitable than

those.

Wife : Yes, well, alright then.

Assistant : Right. Thank you very much indeed. That'll be twenty-five pounds fifty, please.

4.05 Husband : Right. (To his wife) They'll do for tonight anyway.

4.12 End of sequence

Viewings and Activities

Segment 1 (0.00 to 0.45)

- Step 1. Prediction on the topic: Before viewing, T introduces topic and vocabulary on the board, and let Sts predict what the sequence (or the segment) is about. T asks a couple of students to talk about their prediction on the topic. Then T explains the words and idioms that will occur in the segment.
- Step 2. Pre-viewing questions: T writes pre-viewing questions on the board:
- Where is this scene taking place?
 - Who are these people?
 - Where are they?
 - What mood is the man in?
- Step 3. Silent viewing: View without sound the first segment. Sts discuss, in pairs or in groups, the answers to the pre-viewing questions.
- Step 4. View the Segment 1 without sound again. T asks Sts focus questions for specific details so that they can watch paying more attention.
- What do you think the woman wants?
 - What does the assistant ask the woman?
 - What do you think the woman says to the man?
- T asks Sts to complete the questions individually and then divide the class into groups so that they compare their results. They must justify their answers and reach a consensus.
- Step 5. Role-play: T asks Sts in group to role play what they think the characters might be saying. T can tell them beforehand that the woman should be rude and the assistant should be polite and helpful. After practicing the dialogue, T asks two or three groups to perform in front of the class.
- Step 6. Language functions: After the role-play, T writes the possible ways of asking for something in a shop, which is the main language focus that occurs in the first segment.
- I want

- I'd like
- Can (Could) I have
- Have you got
- Do you have

T asks Sts to guess what the woman might say to ask the assistant for a pair of shoes. Then T writes the questions on the board what the assistant may ask the woman.

- What size do you wear?
- What color do you want?
- What style did you have in your mind?

Step 7. Viewing comprehension questions: Before viewing with sound, T gives more comprehension questions:

- What kind of shoes does the woman want?
- What size does she wear?
- Why does she have trouble buying shoes?
- What does she think about the shop?
- Why does she need the shoes?
- Which word do you think best describes the woman's behavior?
a. awkward b. angry c. pleasant d. cooperative

After Sts have looked over the questions, view the first segment with sound two or three times. In pairs or in groups Sts discuss the answers.

Segment 2 (0.45 to 2.40)

Step 1. Summarizing and prediction: Before viewing the second segment, T asks Sts to summarize what has happened in Segment 1, and to predict what is going to happen. T can asks prompt questions:

- Do you think she will like the shoes the assistant offers?
- Do you think the assistant will remain polite?

If necessary, T may utilize freeze-frame or picture search functions in order to give them clues.

Step 2. Vocabulary Study: Before viewing, T asks Sts to suggest the kinds of shoes that we might see in the shoe shop. T writes their suggestions on the board.

high-heeled shoes / sandals / boots

T also writes on the board and explains the vocabulary that pertains to the shoes.

- heel smart
- strappy uncomfortable

built up neat
 gaudy try on

Step 3. Viewing comprehension questions: Before viewing the second segment, T asks Sts to have more comprehension questions as follows:

- What style is the first shoe she tries on?
- What is the reason she doesn't like it?
- What color is the first shoe?
- What does she think about the second shoe the assistant offers?
- How many more shoes does the assistant offers?

After Sts study the questions, view the second segment with sound two or three times. T can interrupt the video presentation at any point and ask Sts either to retell what they have just seen or answer the prompt questions.

Step 4. Summarizing: T asks them to summarize what has happened in the second segment.
 Segment 3 (2.40 to 4.12)

Step 1. Prediction: Before viewing the third segment, T asks Sts what is going to happen. T may give Sts pre-viewing questions:

- Is she going to buy the shoe?
- Is the assistant going to give up offering her shoes?
- Do you think the husband will help her selecting the right shoe?

Step 2. Role-play: T asks Sts to perform their prediction on what the husband is going to say. T asks one or two pairs to perform their role-play in front of the class.

Step 3. Language functions: T writes on the board the possible ways of making suggestions.

- Why don't you...?
- I think you ought to ...
- I suggest you
- How (What) about ...?

Step 4. Viewing comprehension questions: Before viewing the final segment with sound, T gives more comprehension questions:

- How many shoe shops have they been to before this one?
- Which pair of shoes does the husband suggest the wife buy?
- How does the woman react to her husband's persuasion?
- How much does the shoe cost?
- What does the husband really think of the shoes?

Further Activities

Retelling the Story: The wife is telling a friend about her experience in trying to buy a pair of shoes. The husband is telling a friend about the shopping with his wife.

Discussion about the characters: T asks Sts, in pairs or in groups, to discuss about the characters. Each student or group is given the part of the characters.

Writing the summary of the story: T assigns Sts to write the summary of the story.

Doing worksheet: T gives it to them as a home assignment, or let them do it at the end of the class.

Student Worksheet

A. Multiple Choice (Choose the best answer.)

1. What size does she wear?

a. six and a half	b. five
c. three and a half	d. four
2. What is the first shoe the assistant offers?

a. sandals	b. high-heeled shoe
c. boots	d. bedroom shoes
3. Are they in their home town?

a. Yes, they are.	b. No, they aren't.
c. Unknown.	d. Maybe not.
4. Why does she need the shoes?
 - a. Because she doesn't like her old ones.
 - b. Because she lost her shoes.
 - c. Because she forgot to pack it.
 - d. Because she left it at home and her husband forgot to pack it.
5. Which pair of shoes does the husband suggest the wife buys?

a. the silver ones	b. the maroon ones
c. the pink ones	d. the black ones

B. Recall the videoscript and complete the dialogue, filling in the missing words.

1. Assistant : What _____, madam?

Wife : Three and a half.

Assistant : Three and a half? Er... what style and _____ did you have in _____?

2. Assistant : Now this is a very popular shoe, very smart. Would you _____ to _____ that one _____?

Assistant : There we are.

Wife : Oh, no! Those are terribly _____.

3. Husband : They are very pretty. They make your ankles look very _____.

Wife : Yes, well, I suppose they'll _____ my dress.

Summary

It is obvious that video is a very productive medium to be exploited not only for studying verbal and non-verbal language, but for enabling the teachers to have a range of related activities that other teaching aids cannot provide. However, it is still fairly difficult for Korean English teachers to use it properly in the classroom. In order to help the English language teachers, the exploitation of video in the language class, thus, has been overviewed along with presentation of classroom video techniques and teaching process with an example of video lesson.

The teaching suggestions shown above can possibly used, but to cater the students at different level, different goals and different situation, the individual teacher should prepare the materials and create the teaching ideas appropriate for the students. Also the course objectives initially have to be in consideration when the teacher plans the video lesson.

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