

Using video in the 21st-century classroom

Rachel Harraway



➤ this afternoon...

- why use video
- video tasks
- types of ELT video
- using non-ELT video
- make your own videos

Generation Z



born 1995-2012

Generation Z

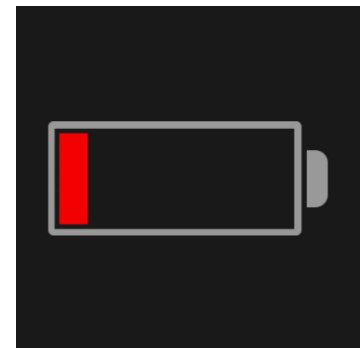
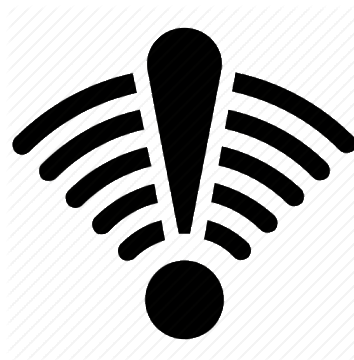
- **process information faster**
- **lower attention spans**
- **used to technology**
- **used to multi-tasking with multiple distractions**

Generation Z

When the oldest Gen Zs were 2 years old in 1997,
Google.com was registered as a domain!

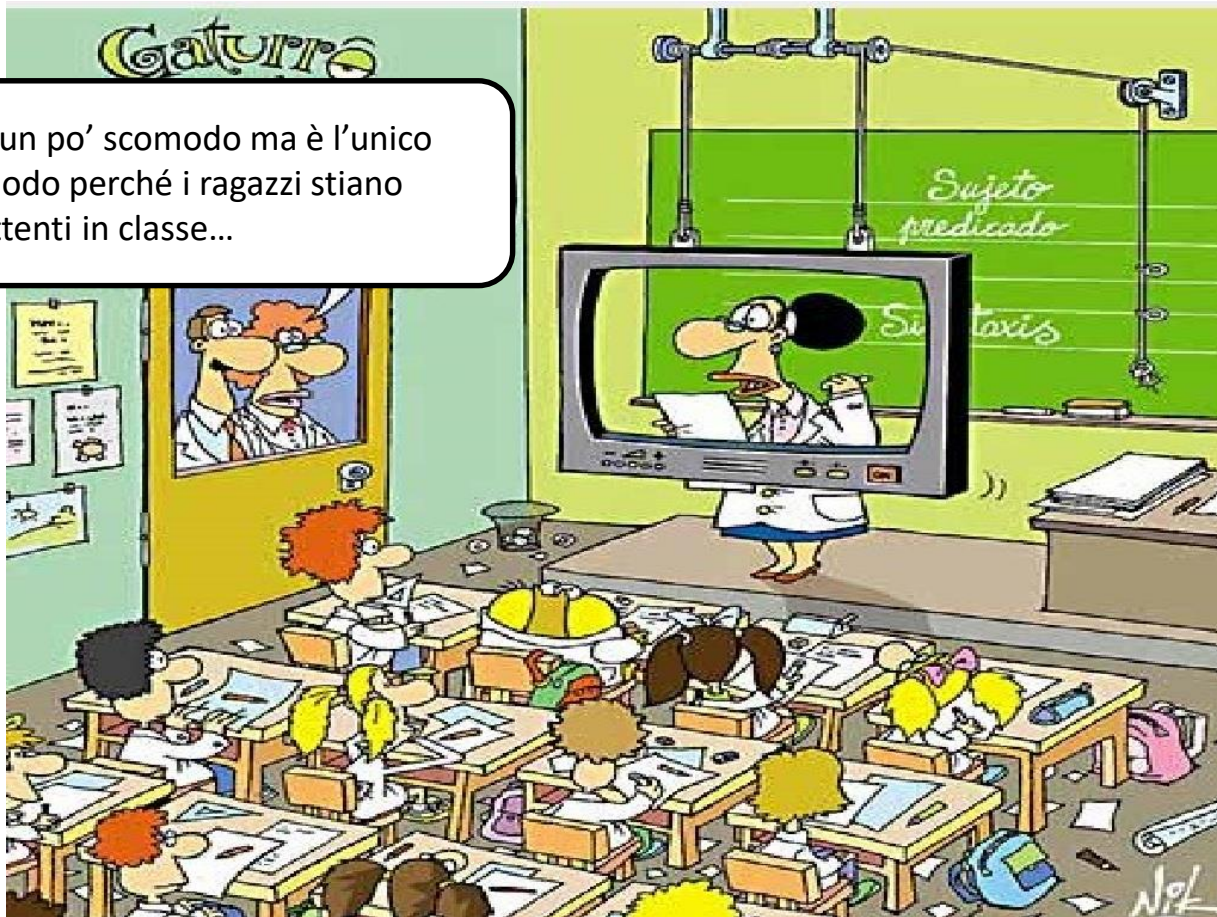
When they were 10 in 2005, YouTube was launched.

Biggest fears?



Generation Z

È un po' scomodo ma è l'unico modo perché i ragazzi stiano attenti in classe...



How 'Generation Z' are you?



Snapchat



WhatsApp



Instagram



TikTok



PewDiePie



Ryan's ToysReview



Facebook

❖ advantages of using video

- aids understanding
- appeals to different learner types
- provides variety in the classroom
- promotes cooperative learning
- **brings the language to life!**

❖ advantages of using ELT video

BES & DSA

- captures students' attention
- provides subtitles
- helps with memory issues

❖ disadvantages of using video?



Technophobia: the feeling of severe anxiety associated with using anything technologically advanced.

❖ disadvantages of using video?

- no IWB / computer / tablet
- no internet connection
- no time



How can we help?

Where were you? 



VIDEO

EPISODE (2)

1 Guarda il video. Poi ascolta e leggi.

1.29 Luke va a trovare Eliza la domenica pomeriggio.

Luke Were there many people at the DJ Lab yesterday evening?

Eliza I don't know. I wasn't there. Where were you?

Luke We were at Abbie's house in the country. I was dead bored!

Eliza Oh, yeah? Whose idea was it?

Luke It was Mum's, not mine! Abbie was homesick! And you? Were you at the seaside?

Eliza No, I wasn't. I was in town. There was a rock concert in Stratford. Awesome!

Luke At the Olympic Stadium?

Eliza Yes. Do you know Stratford?

Luke Sure. My dad was born there. What was it like? I bet it was crowded.

Eliza Yeah, it was packed!

Luke There's an electro festival there in September. How about going together?

Eliza Mm ... Let's see the price of the tickets, first.

Luke Why don't we check it out on the web?

Eliza Erm ... just one problem. I'm broke!

2  **Ascolta di nuovo e ripeti.**

Comprehension

3 Decidi se le frasi sono vere (T) o false (F). Correggi le affermazioni sbagliate.

	T	F
1 Luke was in town on Saturday.	<input type="radio"/>	<input type="radio"/>
2 Eliza wasn't at the seaside.	<input type="radio"/>	<input type="radio"/>
3 Eliza was at a concert.	<input type="radio"/>	<input type="radio"/>
4 Luke's Mum was born in Stratford.	<input type="radio"/>	<input type="radio"/>
5 Luke wants to go to the electro festival in September.	<input type="radio"/>	<input type="radio"/>
6 Luke hasn't got any money.	<input type="radio"/>	<input type="radio"/>

40 forty



❖ types of activities using video



Step One: Pre-viewing Tasks

Reading (text, article etc.)
Class discussion/brainstorming
Vocabulary and dictionary consultation
Pre-viewing questions

Step Two: While-viewing Tasks

Sound only
Chart completion
Note-taking
True/False/Comprehension questions
Fill in the blanks/Choose correct alternative
Predicting what will happen next

Step Three: Post-viewing Tasks

Discussing
Debating
Reviewing unknown vocabulary, grammar & expressions
Quiz
Roleplay & repetition
Writing a summary
Follow up activities & projects

ELT videos

- ❖ dialogues → roleplay & repetition
- ❖ functions →
- ❖ grammar → flipped classroom
- ❖ vocabulary → memorization
- ❖ culture → project work

Flipped classroom



"This isn't what I imagined when they said 'flipped classroom'!"

❖ flipped classroom pros & cons

PROS	CONS
Students are given ownership & responsibility for their learning	Every student must have their own personal device and Internet access
Students can go at their own pace	Technology issues
Absent students can catch up faster	Students can't ask questions to clarify
Teachers help students understand concepts through practical application	Increases student screen time

Skills and Culture

Top things teens can do in London!



1

The London Eye

The London Eye is a **must** on your first visit to London. It's a **big wheel** near the River Thames and Big Ben and you can see all the famous **sites** of London from it: Buckingham Palace, St Paul's Cathedral, the Olympic Stadium, Wembley Stadium and a lot more!



2

The London Dungeon

Do you like horror films? Then visit the London **Dungeon**! It's a museum **with a difference**. Experience one **thousand** years of London's horrible history ... and meet some horrible people from the past, too.

Ice-skating at the Tower of London

Do you like history? Can you skate? The Tower of London in winter is the place for you! Visit the thousand-year-old Tower of London - an ex prison - and then go ice-skating. It's the perfect day out.



3

Great Buildings in London



4

The National Gallery

The National **Gallery** is in Trafalgar Square, in the centre of London. You can draw, too! **Pick Up a Pencil** is a workshop for young artists. Teens can walk in, pick up a pencil and draw.

Shopping

London is great for shopping! They say you can buy **anything** at Harrods. Oxford Street has got all the top clothes shops and Camden Market is great for unusual presents or clothes. Don't forget Covent Garden. It's got a lot of interesting small shops, the famous market - and street theatre!



5

Speaking strategies

Leggi attentamente le istruzioni dell'esercizio e l'esempio. Pensa a quello che devi dire e come dirlo. Cerca sul libro, se necessario.

WORKBOOK, p. 171

Skills and Culture

7

COMPETENCES

Reading

1 **WARM UP** Che cosa sai di Londra? Prova ad abbinare.

- | | |
|---------------------------------------------|-----------------------------------------------|
| 1 <input type="radio"/> The River Thames | a The home of the Royal Family. |
| 2 <input type="radio"/> Big Ben | b The centre of the 2012 London Games. |
| 3 <input type="radio"/> Buckingham Palace | c The river in London. |
| 4 <input type="radio"/> St Paul's Cathedral | d A street with a lot of shops. |
| 5 <input type="radio"/> The Olympic Stadium | e The bell in the clock tower at Westminster. |
| 6 <input type="radio"/> Oxford Street | f A very famous church. |

2 **ES** Leggi e ascolta i testi. Poi rispondi alle domande.

Where is the London Eye? *It's near the River Thames and Big Ben.*

- 1 What can you see from the London Eye?
- 2 What's the London Dungeon?
- 3 What can you do at the Tower of London in winter?
- 4 How old is the Tower of London?
- 5 What activity can teens do at the National Gallery?
- 6 What can you do in Covent Garden?

Listening

3 **ES** Jamie e Bella stanno programmando una gita a Londra. Ascolta il dialogo e indica i posti che decidono di visitare.

London Eye • Harrods • London Dungeon • National Gallery • River Thames • Tower of London

4 **ES** Ascolta di nuovo e indica se le frasi sono vere (T) o false (F).

- | | | |
|--------------------------------------------|-----------------------|-----------------------|
| 1 Bella likes the London Eye. | T | F |
| 2 Bella can't draw. | <input type="radio"/> | <input type="radio"/> |
| 3 Jamie wants to go to the London Dungeon. | <input type="radio"/> | <input type="radio"/> |
| 4 Jamie and Bella's dad can't skate. | <input type="radio"/> | <input type="radio"/> |

Speaking

5 **A coppie.** Trascorrete una giornata a Londra. Scegliete le attività che vi interessano nei testi a pagina 160.

What do you want to do today? I like / I don't like / I hate museums ...
I want to / I don't want to ... Can you ...? We can / You can ...

Writing

6 **ES** Scrivi quello che i visitatori possono fare in questi luoghi.

The Tower Dungeon • The Tower of London •
The London Eye • Covent Garden





❖ Project work

- develops life skills
- increases motivation
- promotes learner autonomy
- uses all four skills
- encourages positive interdependence
- produces concrete learning outcomes

❖ **Possible projects** • design a new London building



A

The Shard



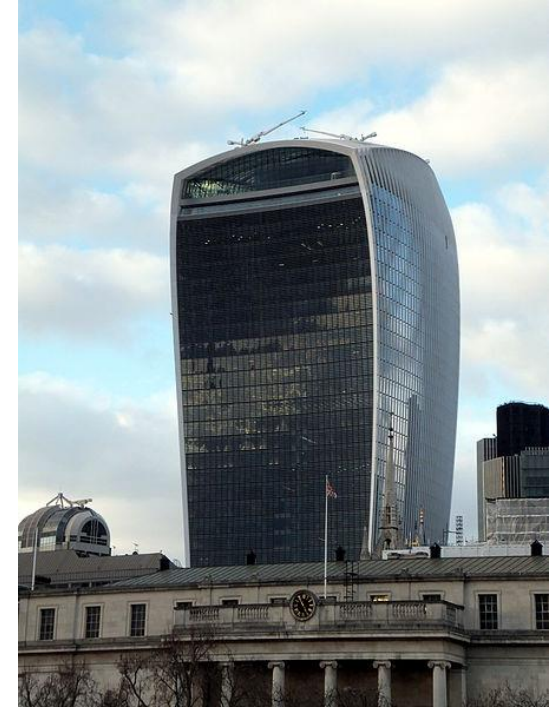
B

The Gherkin



C

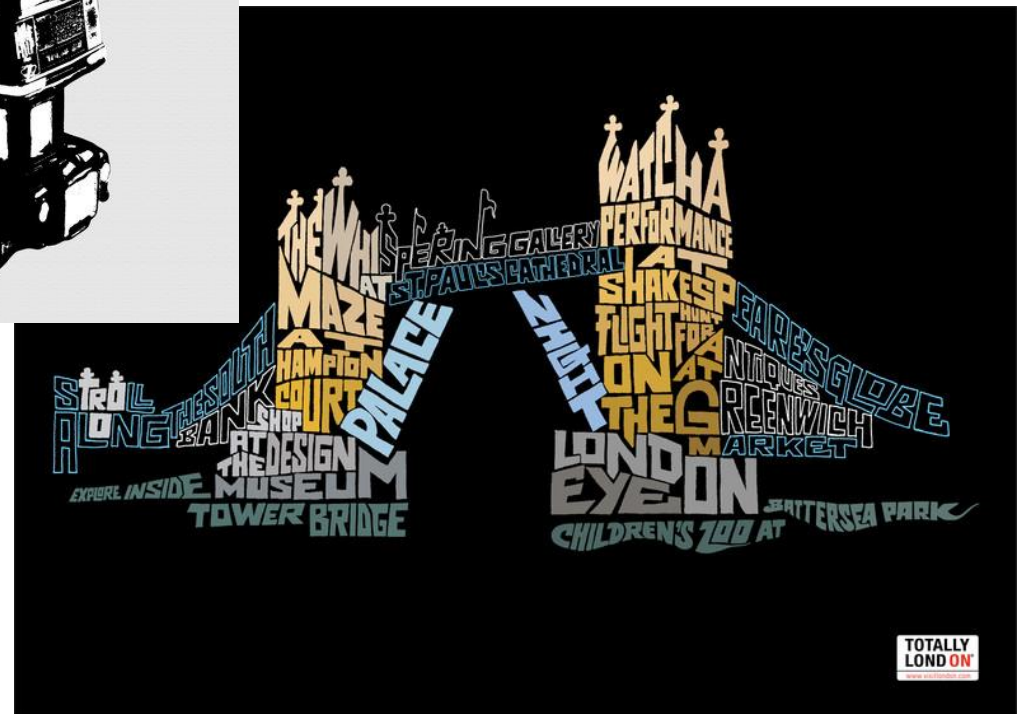
The Cheese Grater



D

The Walkie Talkie

- London advert or slogan



❖ A day out in London

- where to go
- what to do
- how to travel
- budget
- time

compito di realtà



Advantages of ELT videos

- ❖ provide a model for learner output
- ❖ fit the syllabus
- ❖ cover grammar and vocab topics
- ❖ correct level of difficulty
- ❖ suitable content

❖ using non-ELT videos



songs



film trailers



adverts



social media & current affairs

Songs

What do you want to focus on?

vocabulary

grammar

pronunciation

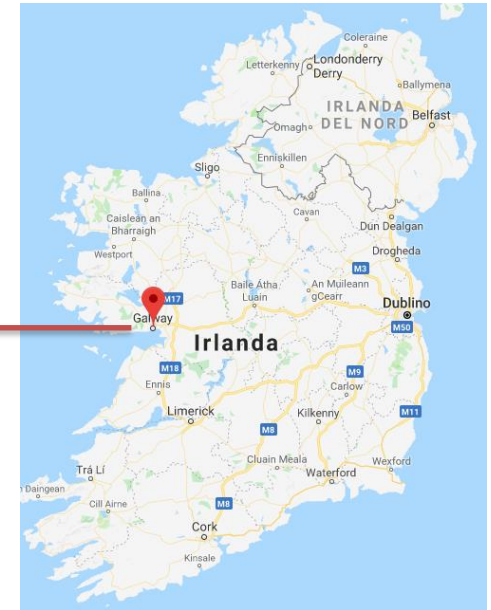
a particular topic

What can you do with a song?

- just listen!
- ask questions about the title
- listen with lyrics
- focus on the language
- follow-up activities



Galway Girl - Ed Sheeran



Galway Girl - Ed Sheeran

Said, "It was one of my friend's songs, do you want to drink on?"
She took **Jamie** as a chaser, **Jack** for the fun
She got **Arthur** on the table with **Johnny** riding as a shotgun
Chatted some more, one more drink at the bar
Then put **Van** on the jukebox, got up to dance

Jamie = Jameson Irish Whiskey

Jack = Jack Daniel's

Arthur = Guinness

Johnny = Johnny Walker

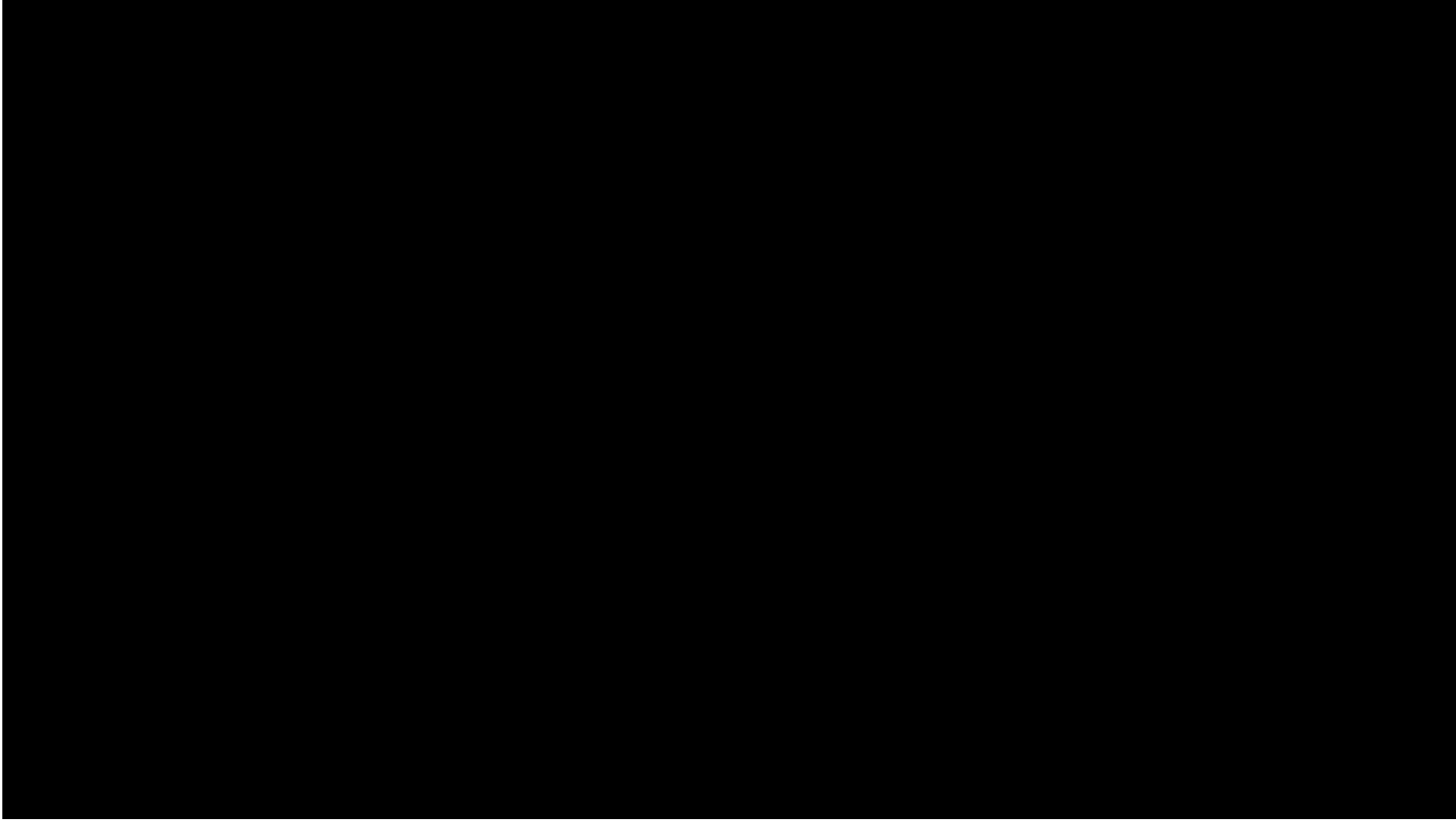
Van = Van Morrison

Tom's diner

I am sitting in the morning at the diner on the corner.

I am waiting at the counter for the man to pour the coffee.

And he fills it only halfway and before I even argue he is looking out the window at somebody coming in.





Song 2
Verb *have got*

Cheap Thrills

Sia

Sia è una cantautrice australiana nata ad Adelaide il 18 dicembre 1975. Il suo nome completo è Sia Kate Isobelle Furler ed è cresciuta in una famiglia di musicisti. Nel 2016 la canzone *Cheap Thrills* è stata pubblicata nel suo album *This Is Acting* nel 2015 e, con l'aiuto di un remix del rapper giamaicano Sean Paul, nel 2016 è arrivata al primo posto delle classifiche di tutto il mondo.

The language of songs



Nelle parlate popolari e regionali *have got* è spesso abbreviato in *got*. In questa canzone *I've got* diventa *I got*.

Spesso troviamo la forma dialettale negativa *ain't* che corrisponde al *simple present* di *be* (*am not, isn't, aren't*) o di *have* (*hasn't, haven't*). In questa canzone *ain't* significa *haven't*.

Till I hit the dance floor
hit the dance floor
I **got** all I need.
No, I **ain't got** cash,
I **ain't got** cash
But I **got** you baby.

got = have got
ain't got = haven't got



film trailers



❖ Film trailers

What is the point of a film trailer?

What questions can you ask about a film trailer?

- setting
- music
- dialogue and/or story
- characters
- ending





film trailers

Group A

Number these items in the order that you see them.

- 6 clock
- 3 horse
- 2 girl
- 4 wolf
- 5 candle
- 1 house



film trailers

Group B

Choose the correct alternative.

- 1 The village is **small** / **big**.
- 2 The girl's name is **Belle** / **Bella**.
- 3 Her **father**/mother is in the castle.
- 4 The flower is **red** / **blue**.
- 5 There are a lot of **books** / **people** in the castle.



Film trailers

Group C

Answer the questions.

1 Where does the girl live?

She lives in a small, safe village.

2 Why does the girl go to the castle?

She goes to the castle to save her father.

3 What does the teapot say when it meets the girl?

It says 'How lovely to make your acquaintance.'

4 What happens when the last petal falls from the flower?

The master remains a beast forever.

5 When are tickets available for the film?

March 17th.



Film trailers

Practice vocabulary

Match the adjectives to the characters.

Belle

Gaston

The Beast

good

ugly

unfriendly

happy

sad

rude

brave

vain

bad

attractive

friendly



Beauty & the Beast

- What features do fairytales have?
- Do some fairytales break these rules?
- Which fairytale character would you like to be and why?
- Do fairytales promote gender & racial stereotypes?



film trailers

- Order the events
- Choose a Word
- Buzz game



When do you think the film is set?
What period is it?



Describe the characters.

What do you think their relationship is?



UNIVERSAL

A COMCAST COMPANY



IL CANDIDATO AL PREMIO OSCAR*

VIGGO MORTENSEN

IL VINCITORE DEL PREMIO OSCAR*

MAHERSHALA ALI

GREEN BOOK

❖ Film trailers

Did it capture your attention? Why? / Why not

What themes do you think the film is about?

What clues about the film's storyline were given in the trailer?

❖ Green Book

- What is Tony's job?
- What does Tony promise his wife before he leaves?
- What are they eating in the car? Why does Tony assume Don likes it?
- Why is Don worried about Tony's manners?
- What does Don help Tony with?
- What does Don say is like «clinging a cow bell at the end of Shostakovich's seven.»?

❖ Other film trailers

- King Kong
- Dunkirk
- Arrival
- Passengers
- Black Panther





adverts





What's the weather like?
What is she doing?



Where is he?
What is he reading?



What time of day is it?

What do you think she is looking at?



Step One: Pre-viewing Tasks

Reading (text, article etc.)
Class discussion/brainstorming
Pre-viewing questions

What does it mean to do something
«like a girl»?

Step Two: While-viewing Tasks

Note-taking
Comprehension questions



Step Three: Post-viewing Tasks

Discussing
Debating
Writing a summary
Follow up activities & projects

What themes does this advert deal with?

What is your reaction to this advert?

Do you think this ad is successful? Why? / Why not?

Rang-tan Iceland advert: deforestation due to palm oil production





Funny adverts - Specsavers

❖ using non-ELT videos



songs



film trailers



adverts



social media & current affairs

❖ social media



- Do you know anything about this video?
- Who do you think the man is?
- What do you think is happening?

❖ social media

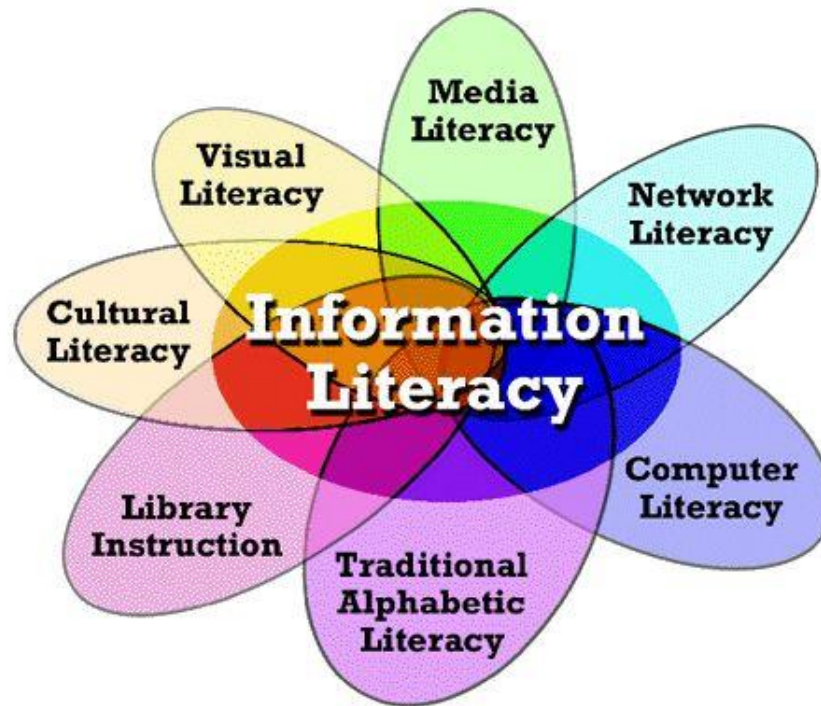


❖ social media

- Who do you think woman is?
- How you think they dealt with the situation?
- How do you react when somebody interrupts you when you're in the middle of doing something?

❖ social media

- What's the difference between an interruption and a distraction?
- What are some of the typical interruptions and distractions in your life?
- <https://ed.ted.com/on/xOWJ9FTE>
- <https://viralelt.wordpress.com/>



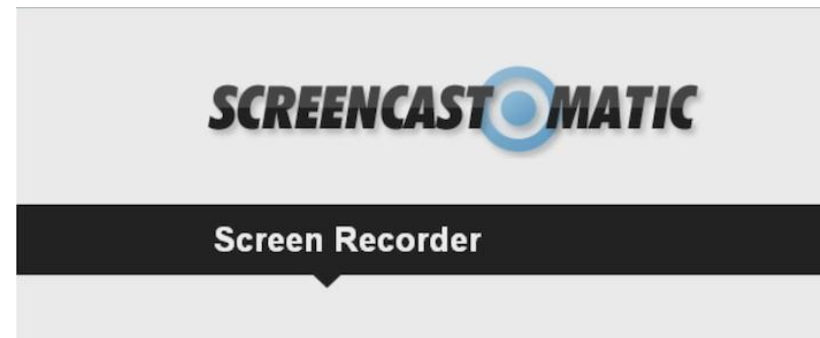
Media literacy is the ability to access, analyze, evaluate, and create **media**.

❖ media literacy

means understanding how and why:

- media messages are made
- media can influence beliefs and behaviour
- points of view are included or excluded
- ethical & legal issues surround the access and use of media

❖ make your own videos



resources

<https://allatc.wordpress.com>

www.lessonstream.org

<https://www.onlinevideoconverter.com/video-converter>

<https://viralelt.wordpress.com/>

copyright free images

pixabay.com/it

www.pexels.com/

freerangestock.com

<https://commons.wikimedia.org>

❖ social media



Using video in the 21st-century classroom

Rachel Harraway

rachel.harraway@deagostini.com