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E N G L I S H

Webinars  
for teachers

# Using video in ELT



**Vicky Saumell**

IATEFL LTSIG  
Joint  
Coordinator

# Best practices for teaching with video synchronously



# Sensations English celebration


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## Using video in ELT

6th May



**Vicky Saumell**

Best practices  
for teaching  
with video  
synchronously

13th May



**Cecilia Nobre**

How to design  
an effective  
video-based  
lesson plan

20th May



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Engaging students  
through  
asynchronous  
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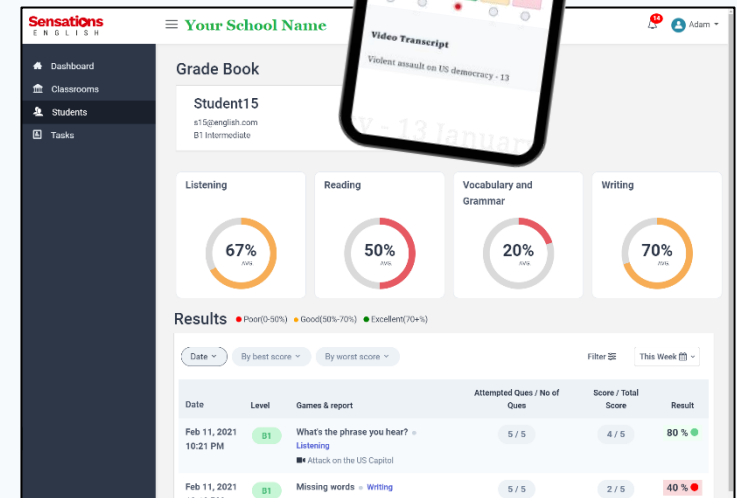
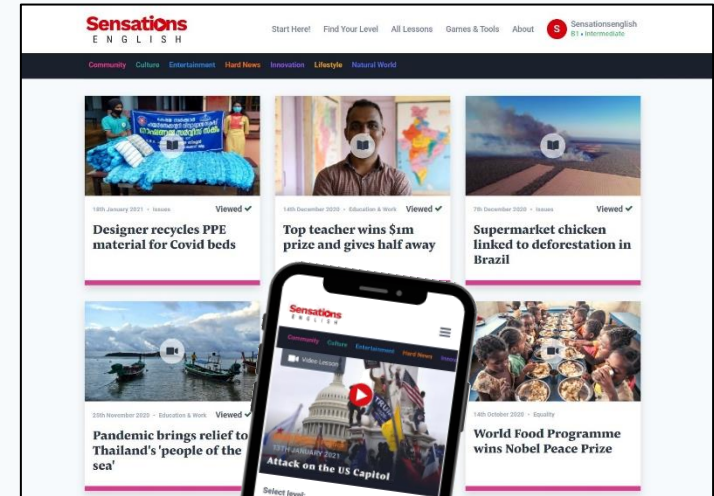


# What is Sensations English?

- hundreds of video lessons all graded at 5 levels
- ready-made learning activities for each resource
- accessible and hassle-free video
- 3 fresh, 5 level resources every week

## Sensations English Teacher's Edition includes:

- logins for all your students
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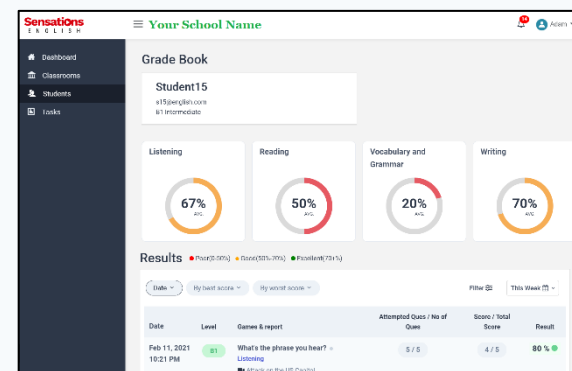
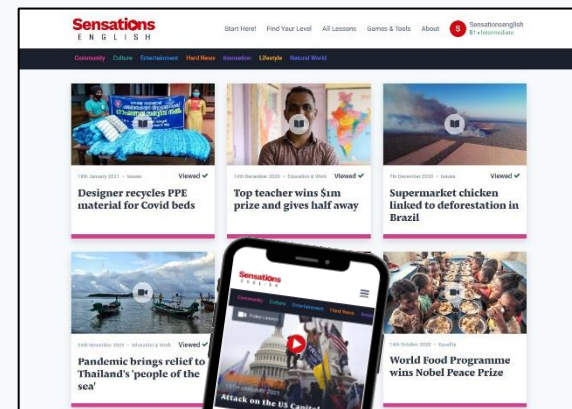
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# Why use videos?

*People connect to visual content, it engages them.*

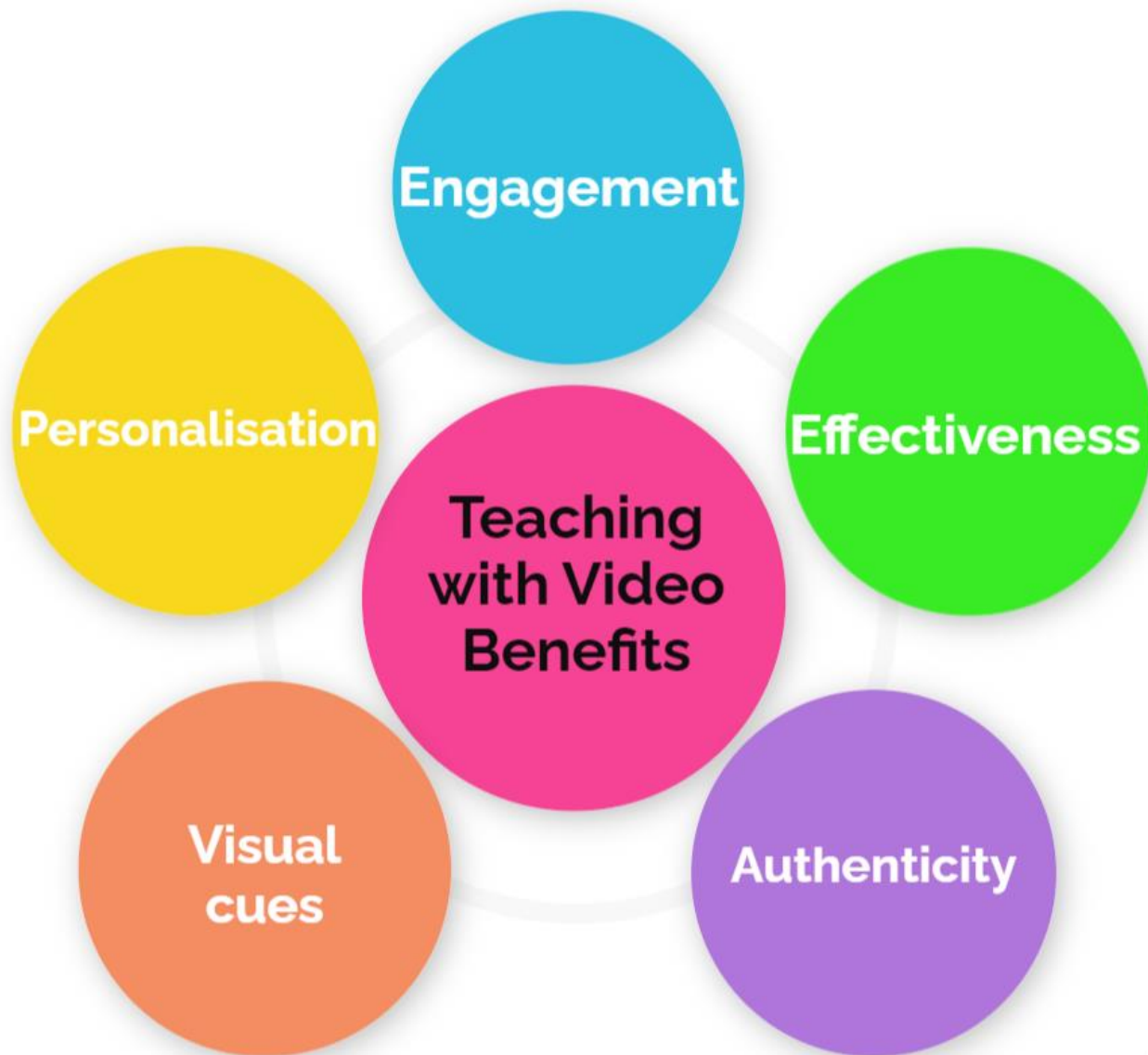
*Visual stimuli is processed faster in the brain than text*

*It's a window on the world*

*Authentic videos provide an enormous amount of **cultural information** economically*



# Why use videos?





# Why and how to use videos?

*Is the learning process being hindered by an excessive – and oftentimes ineffective – use of video?*

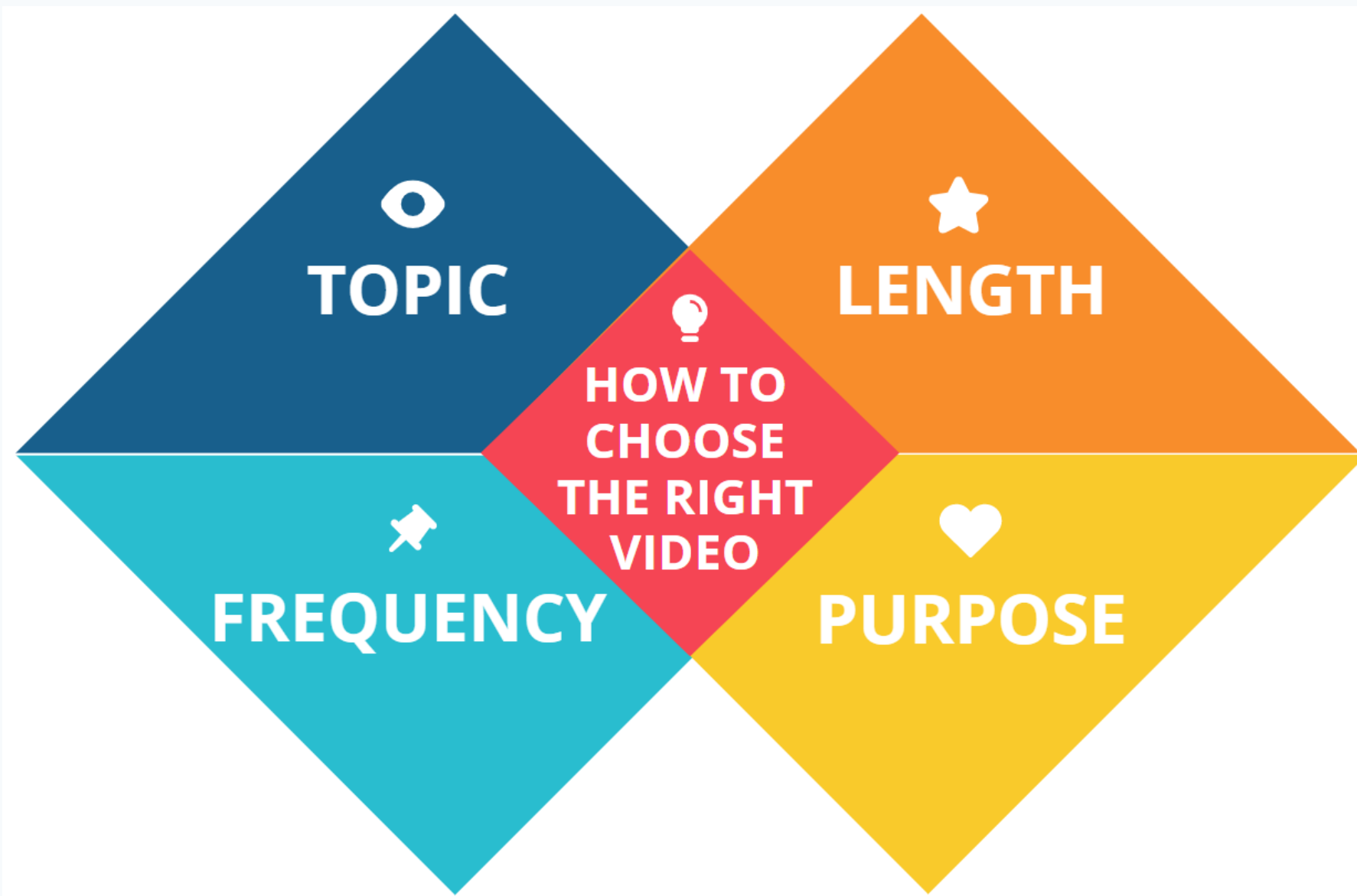
If, When and How to Use  
Video in the Classroom

BY CURTIS CHANDLER · PUBLISHED 11/21/2016

<https://www.middleweb.com/33410/if-when-and-how-to-use-video-in-the-classroom/>



# How to choose the right videos?





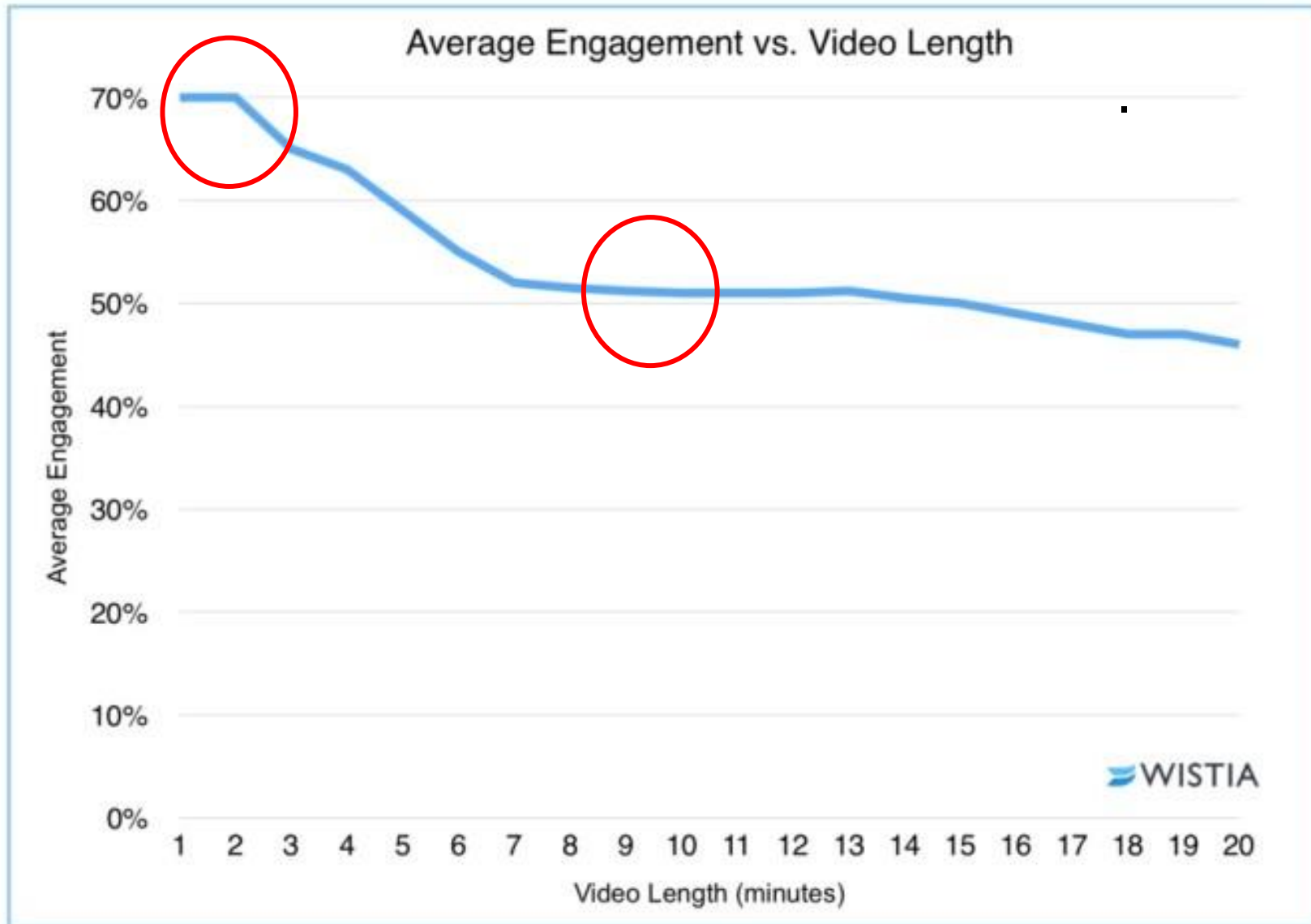


# How to choose the right videos?

- **Length:** no more than two minutes as engagement tends to fall off sharply after that.
- **Frequency:** students' screen time?



# How to choose the right videos?





# How to choose the right videos?

- **Topic:** linked to coursebook or stand-alone based on students' interests?
- **Purpose:** background knowledge, enriching a text, deepening students' learning, identifying language



# How to choose the right videos?

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ENGLISH

Start here | Find your level | All lessons | Games & tools | About | FAQs | Reviews | **P** Presenter Two  
A1 • Beginner


Community | Culture | Entertainment | **Hard News** | Innovation | **Lifestyle** | Natural World

## Innovation Lessons

FILTER BY TOPIC


All | Future | Online | Science | Space | Technology

Videos Only




19th March 2021 • Technology **Viewed** ✓

### Singapore's floating solar farms




24th February 2021 • Space

### NASA's Perseverance rover lands on Mars




12th February 2021 • Technology **Viewed** ✓

### 'Baby' Claire measures air pollution in Belgium




20th November 2020 • Technology

### Hydrogen-powered double decker buses



28th October 2020 • Space


### NASA's Osiris-Rex robot lands on asteroid



7th October 2020 • Future


### Flying paramedics

<https://sensationsenglish.com/theme/JYSjPP?topic=CHDz9O>



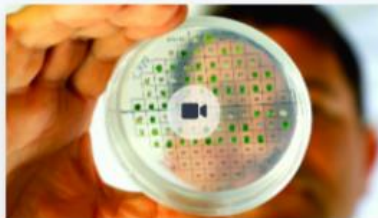
2nd October 2020 • Technology

### Robot dog goes to work




18th September 2020 • Technology

### Singapore scientists make noise-cancelling windows




19th June 2020 • Future

### Power from plants




3rd June 2020 • Space

### SpaceX NASA rocket launch



28th February 2020 • Science

### Violinist plays during brain surgery



6th November 2019 • Technology

### Student nurses use virtual reality



# How to choose the right videos?

Key roles for video in the classroom (adapted from Willis, 1983)

LANGUAGE

FOCUS

SKILLS PRACTICE

USES OF  
VIDEO

STIMULUS

RESOURCE

From: Goldstein and Driver (2015)  
Language Learning with Digital Video



# How to use video effectively in synchronous sessions?

## VIDEO VIEWING STRATEGIES

1

BEFORE

2

DURING

3

AFTER



# Video viewing strategies > BEFORE

## BEFORE

- to activate schemata
- to raise interest
- to elicit a response
- to provide background information and context
- to preview vocabulary



# Video viewing strategies > BEFORE

## BEFORE

- to activate schemata
- to raise interest
- to elicit a response
- to provide background information and context
- to preview vocabulary







# Video viewing strategies > BEFORE



**PREVIEW:**

Meaningful screen captures



# Video viewing strategies > BEFORE



## **PREDICT:**

Freeze  
framing,  
Silent  
viewing



# Video viewing strategies > **BEFORE**



**PREDICT:**

Blind  
Listening



# Video viewing strategies > BEFORE



**CONNECT:**  
KWL chart

## KWL Chart

Name \_\_\_\_\_

Date \_\_\_\_\_

Topic: \_\_\_\_\_

<b>Know</b>	<b>Wonder</b>	<b>Learned</b>
What do you think you already know about this topic?	What do you wonder about this topic? Write your questions below.	After you complete your project, write what you learned.

[https://commons.wikimedia.org/wiki/File:KWL\\_Chart.jpg](https://commons.wikimedia.org/wiki/File:KWL_Chart.jpg)  
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# Video viewing strategies > BEFORE

BEFORE		
STRATEGY		GOOD FOR
PREVIEW	Screen captures	identifying topics and context, and previewing vocabulary.
	Freeze framing	building interest, expressing varied opinions
PREDICT	Silent viewing	predicting language used, characters' roles, context
	Blind listening	predicting situation and context
CONNECT	KWL chart	activating schemata



# Video viewing strategies > DURING

## DURING

01

**STOP**

**Focus on images and objects: what can be seen?**

02

**CLARIFY/  
REPLAY**

**Close-ended vs. open-ended questions**

03

**QUESTION**

04

**SEQUENCE**

05

**INFER**

**Characters' thoughts based on body language, setting based on cultural aspects, actions beyond the screen**



# Video viewing strategies > **DURING**



**STOP:**

Focus on  
images and  
objects



# Video viewing strategies > **DURING**



**CLARIFY/REPLAY:** stop and replay



**QUESTION:** Close-ended questions  
and Open-ended questions



**SEQUENCE:** Reorder a  
jumbled sequence





# Video viewing strategies > DURING



**INFER:**

Characters'  
thoughts based  
on body  
language,  
Setting based  
on cultural  
aspects,  
Actions beyond  
the screen



# Video viewing strategies > DURING

DURING		
STRATEGY		GOOD FOR
<b>STOP</b>	Focus on images and objects	language development through observation
<b>CLARIFY</b>	Stop and replay	focusing on specific language or facts
<b>QUESTION</b>	Close-ended questions	concept checking
	Open-ended questions	expressing opinions, sharing knowledge
<b>SEQUENCE</b>	Re-order a jumbled sequence	logical order, coherence
<b>INFER</b>	Characters' thoughts based on body language	linking verbal and non-verbal communication
	Setting based on cultural aspects	cultural awareness
	Actions beyond the screen	imaginative, creative thought



# Video viewing strategies > AFTER

## AFTER

1

SUMMARISE

2

ANALYSE,  
COMPARE  
AND  
CONTRAST

3

REFLECT,  
CRITIQUE

4

CREATE



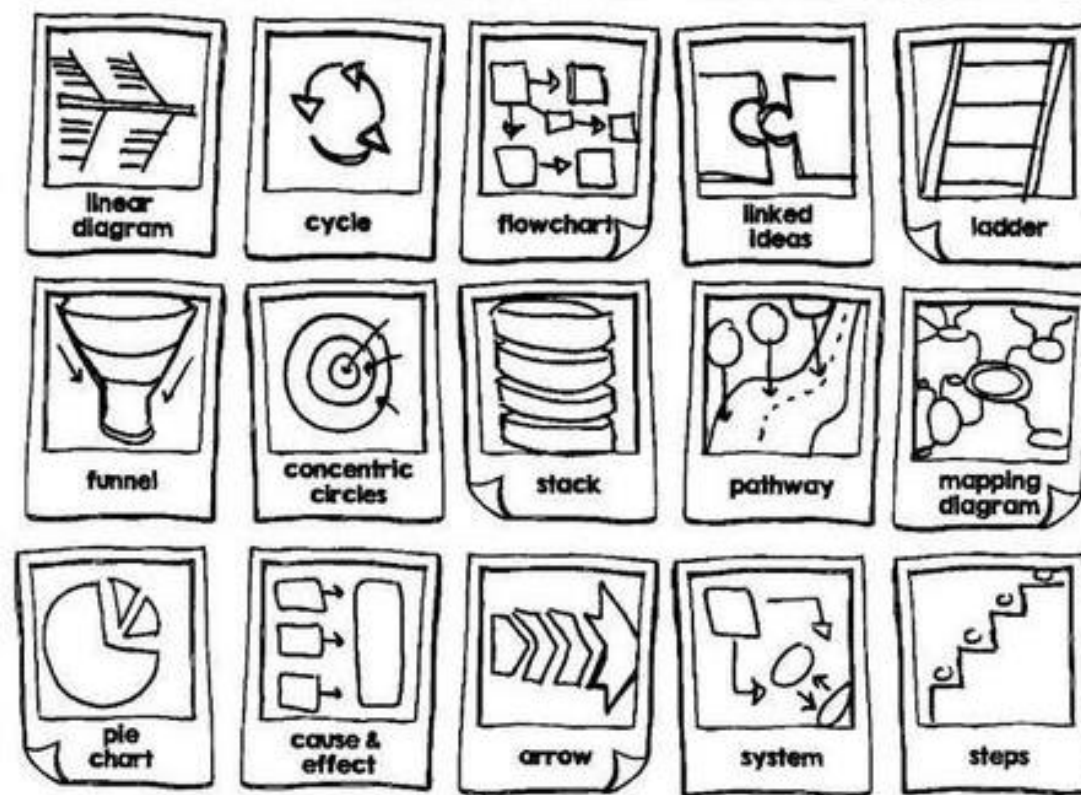
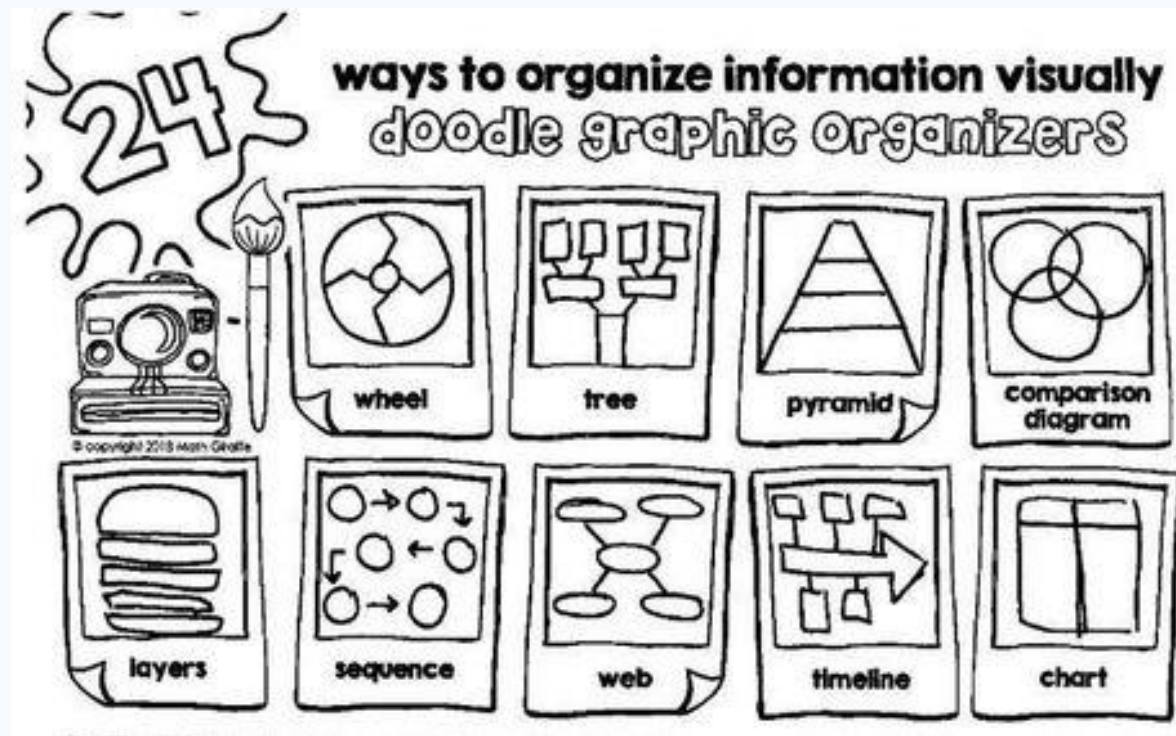
# Video viewing strategies > AFTER



# Video viewing strategies > AFTER



**SUMMARISE:** with or without graphic organisers





# Video viewing strategies > AFTER



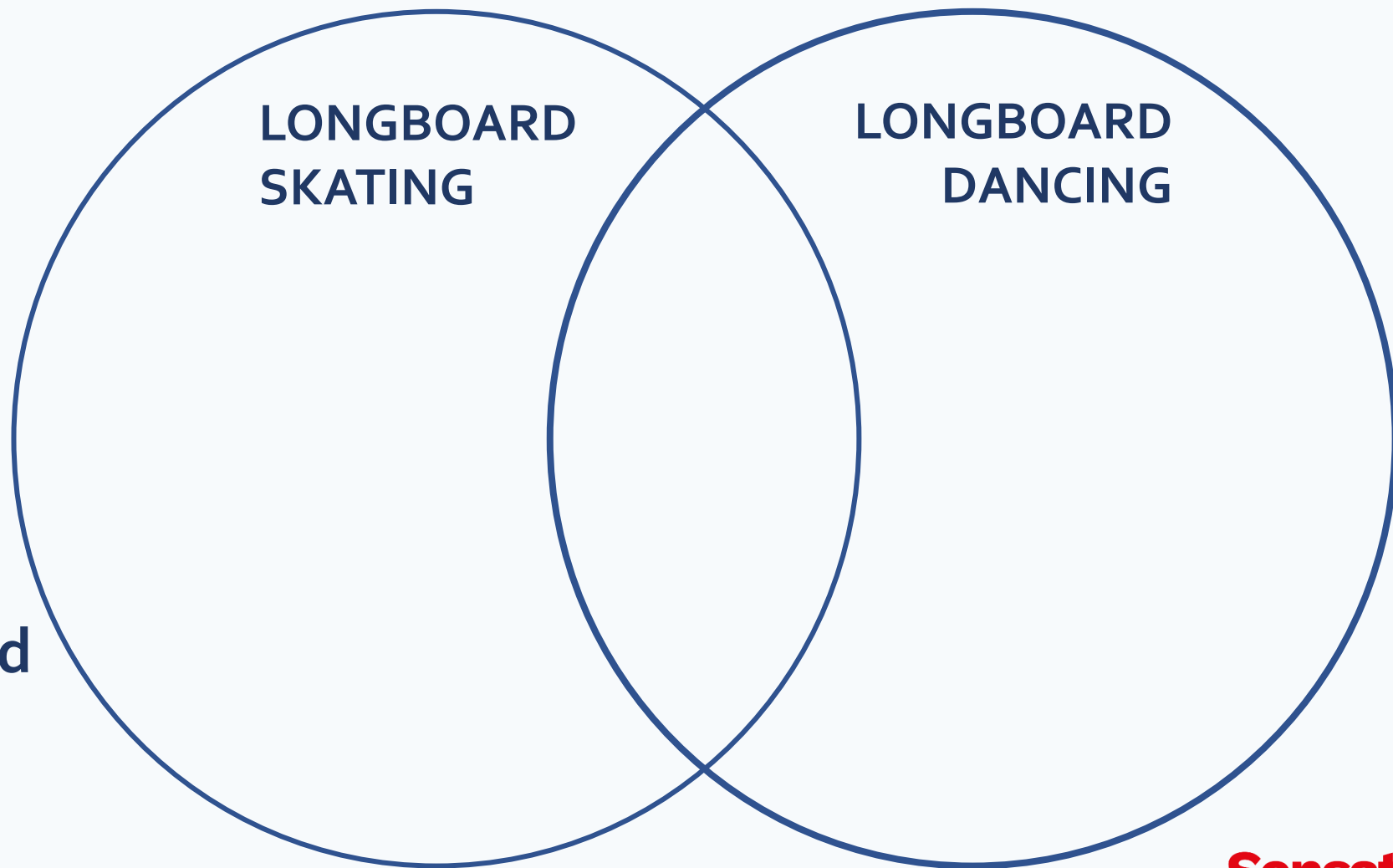
## ANALYSE:

using graphic organisers



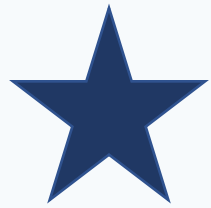
## COMPARE and CONTRAST:

using a Venn diagram





# Video viewing strategies > AFTER



**REFLECT/ CRITIQUE:** Written or oral work



**CREATE:** a follow up video or podcast, a contest



# Video viewing strategies > AFTER

AFTER		
STRATEGY		GOOD FOR
SUMMARISE	Writing summary	identifying key language and concepts
	Using graphic organisers	extra scaffolding
ANALYSE	Using graphic organisers	scaffolding specific analysis
	Using a Venn diagram	comparing and contrasting
REFLECT/ CRITIQUE	Written or oral work	discussing for and against
CREATE	A follow up video or podcast	project based learning





# Wrap up

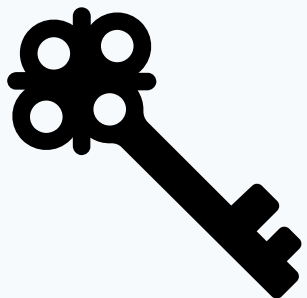
1 Be selective

2 Provide a mission > active learning

3 Think of accessibility and differentiation

4 Don't overload learners while watching

5 Pause to ponder (and write)





# References

- Chandler, T. (2016) 'If, When and How to use Video in the Classroom'. Retrieved from <https://www.middleweb.com/33410/if-when-and-how-to-use-video-in-the-classroom/>
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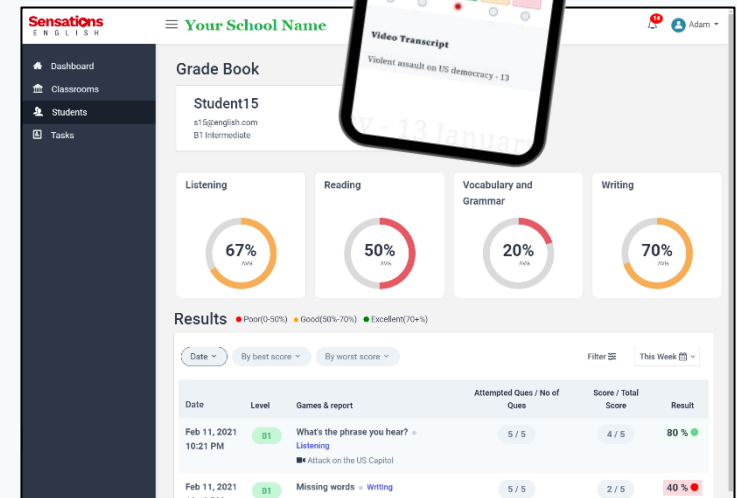
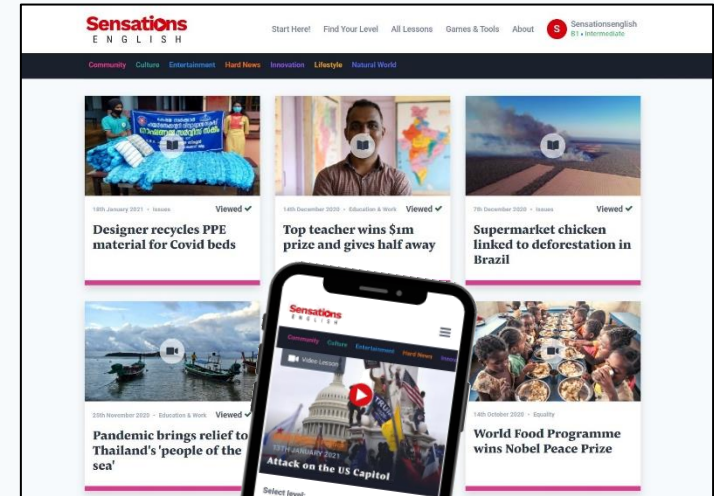


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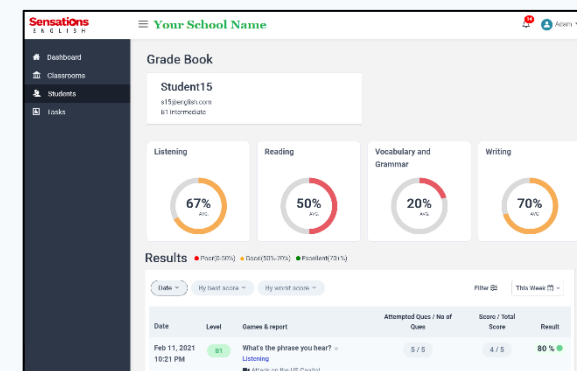
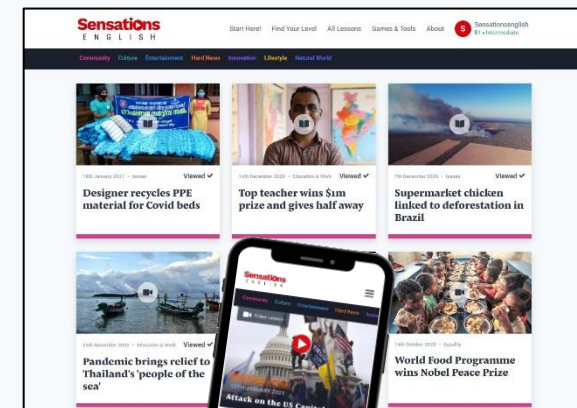
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