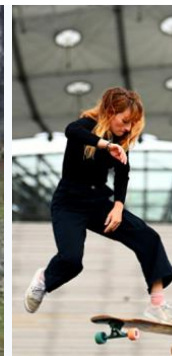




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Using video in ELT



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EAP Tutor, Ozyegin
University;
ELT Ambassador

How to design an effective video-based lesson plan

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13th May



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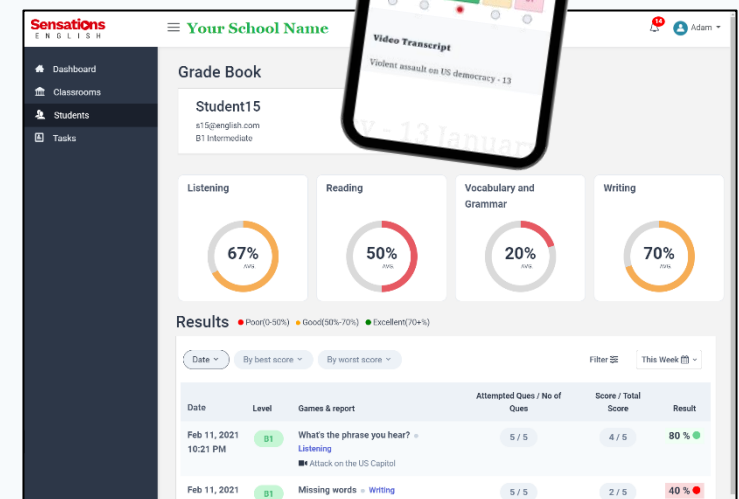
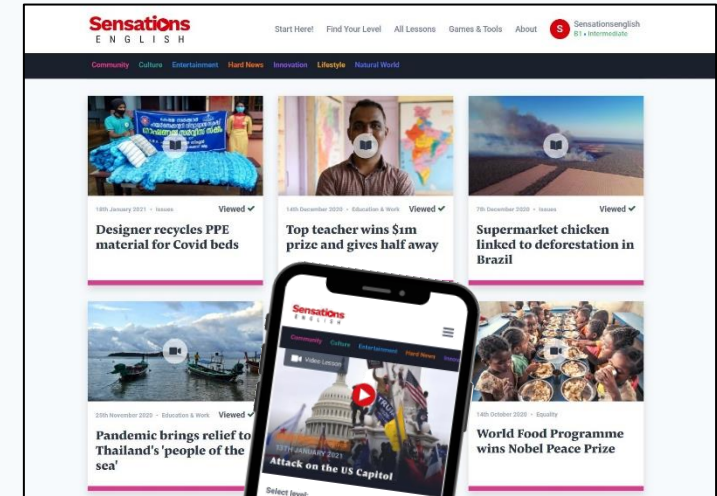


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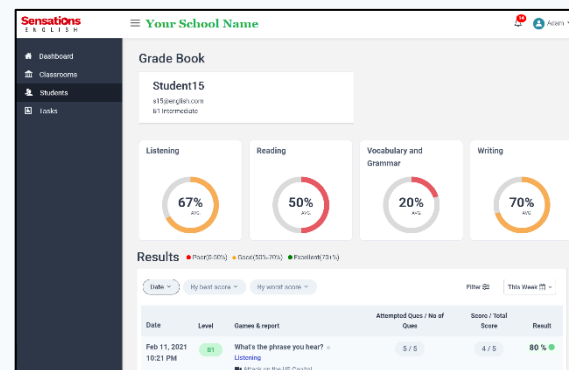
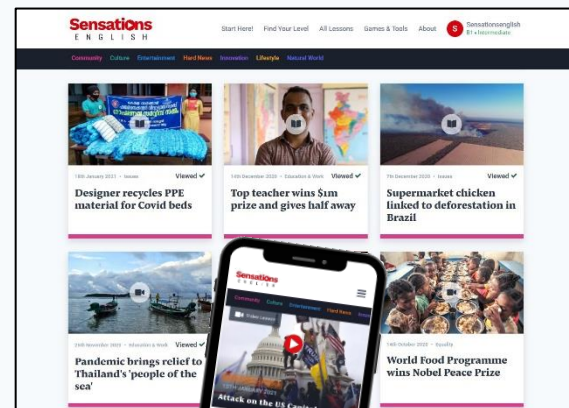
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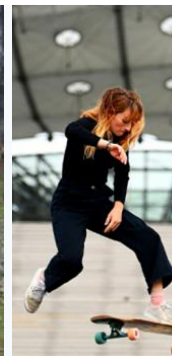




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How to design an effective video-based lesson plan



Agenda

- **Recap some key ideas from Vicky's webinar**
- **Video with an integrated-skills lesson**
- **Wrap-up and share ideas**
- **Video with a vocabulary lesson**
- **Wrap-up and share ideas**
- **Video with a grammar lesson**
- **Wrap-up and share ideas**
- **Review and summarise**



Functions of video use

Assisting cognition

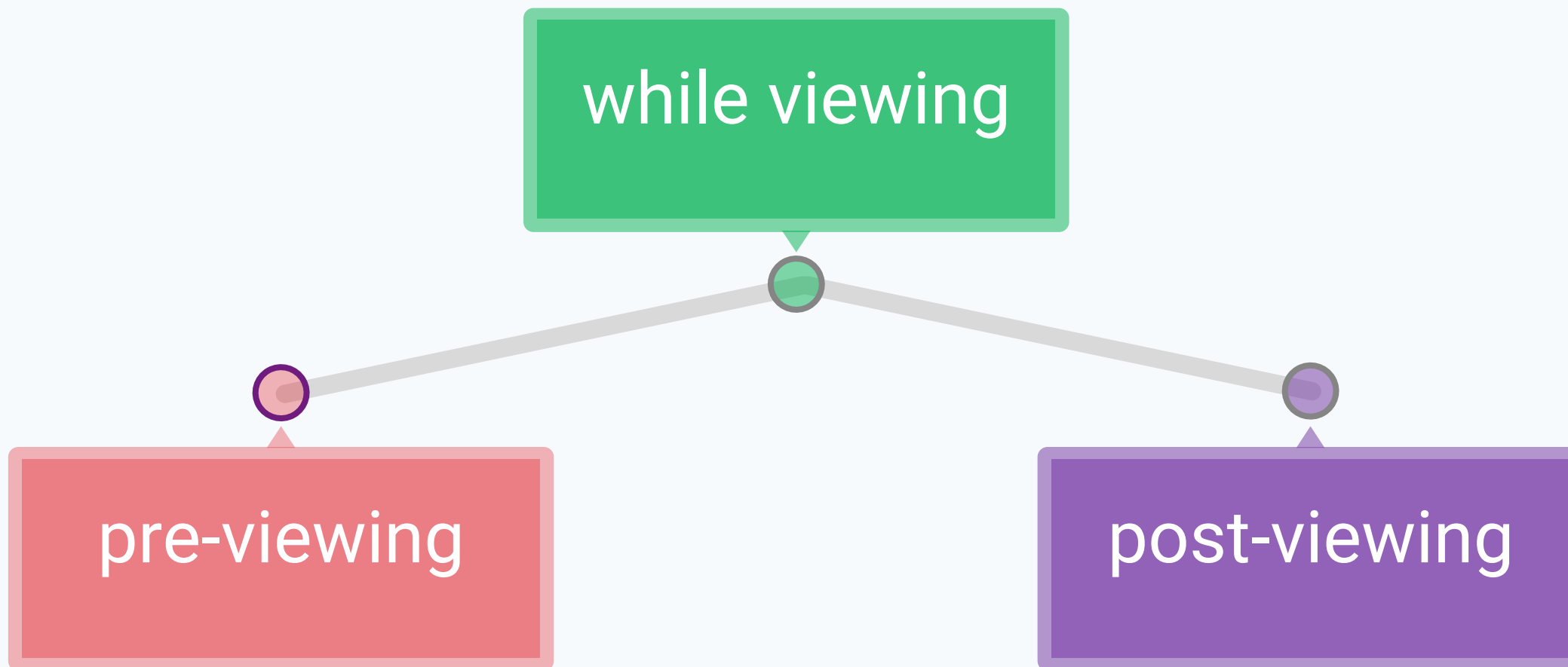
Providing cultural experiences

Nurturing motivations and feelings

Demonstration of skills



Key stages in video use

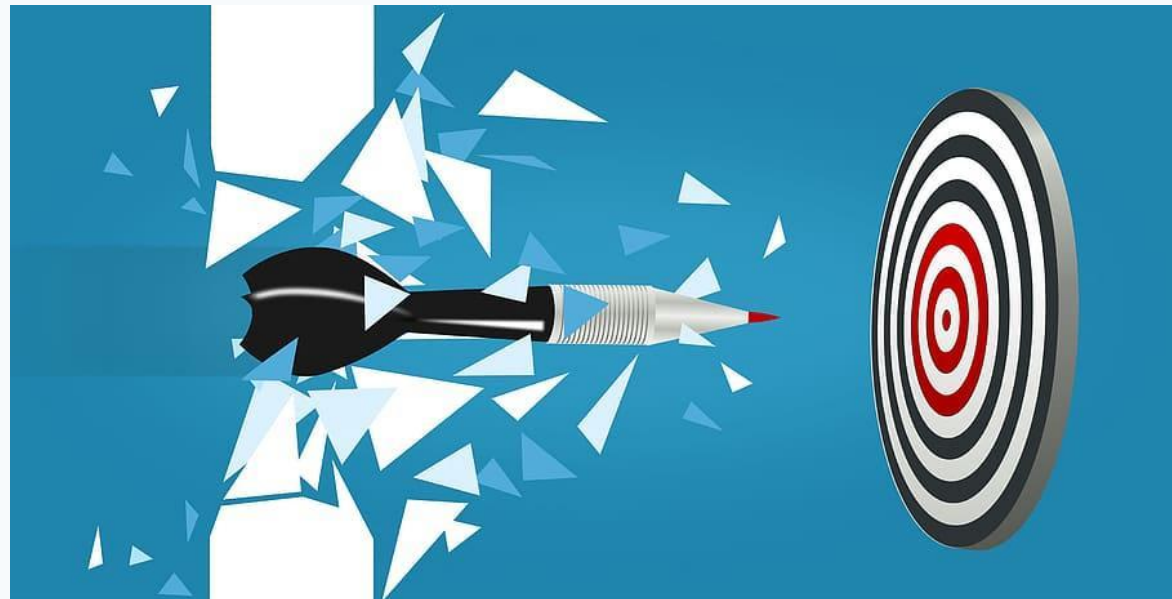




1st Lesson plan principle

Expected outcome?

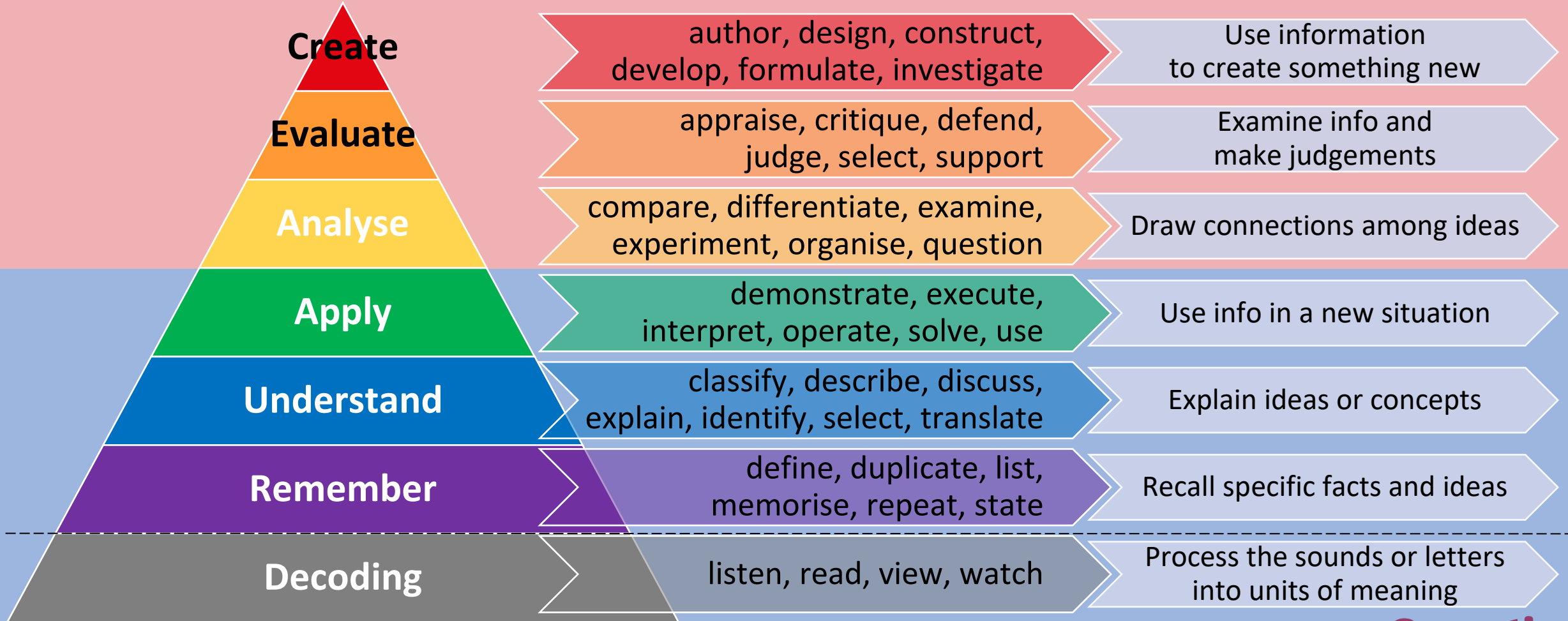
By the end of the lesson, my student will have...





Bloom's reports the news is hot

Higher order thinking skills (HOTS)



Lower order thinking skills (LOTS)



Video: Puppy love in the time of Covid





Video: Puppy love in the time of Covid

Level: C1

Expected outcomes: By the end of the lesson, Ss will have ...

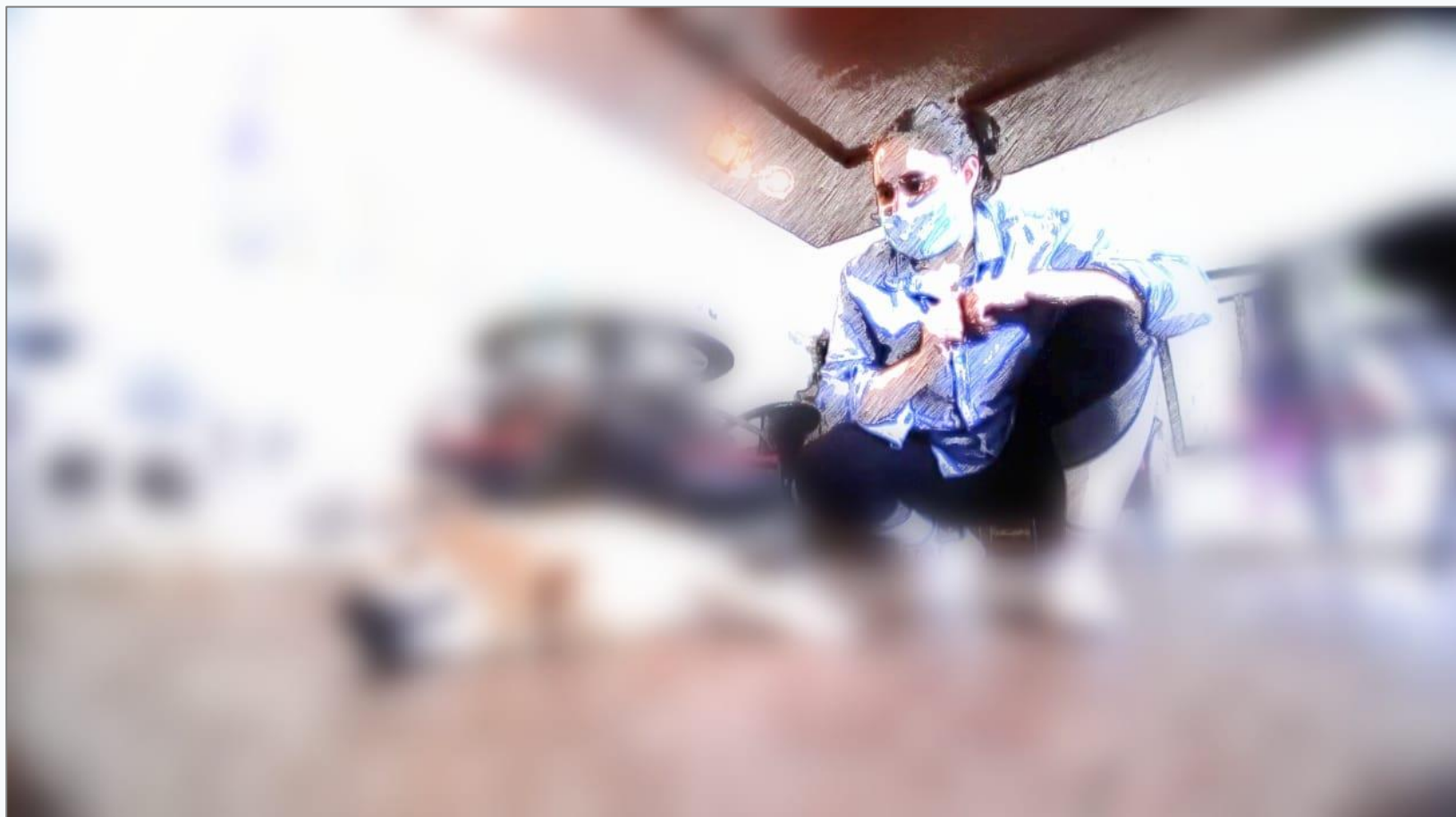
- discussed the implications of adopting a stray dog during a pandemic.
- given written advice to their best friend who wanted to adopt a stray dog.

Skills focus: Speaking, Listening & Writing (integrated-skills lesson)



Stage 1 – pre-viewing

Lead-in 1: To introduce the topic of the video



**Edited
screenshot of
the video**

**Open-ended
questions**



Stage 2 – pre-viewing

Lead-in 2: To spark students' curiosity

Open-ended questions encourage ss to share experience and opinions around the topic.

- How do people feel during the Covid-19 pandemic? How do you feel?
- What have you been doing to overcome the feeling of isolation?
- Why do people adopt stray dogs?
- Do you think adopting a stray dog during a pandemic is an act of selfishness or generosity? Why/ Why not?



Stage 3 – while viewing

Watch the video for gist

- Elicit students' general awareness about adopting stray dogs to fight loneliness during a pandemic.
- Notice phrases from the video.

a lot of demands from you

which has more

has taken on greater meaning

into their houses

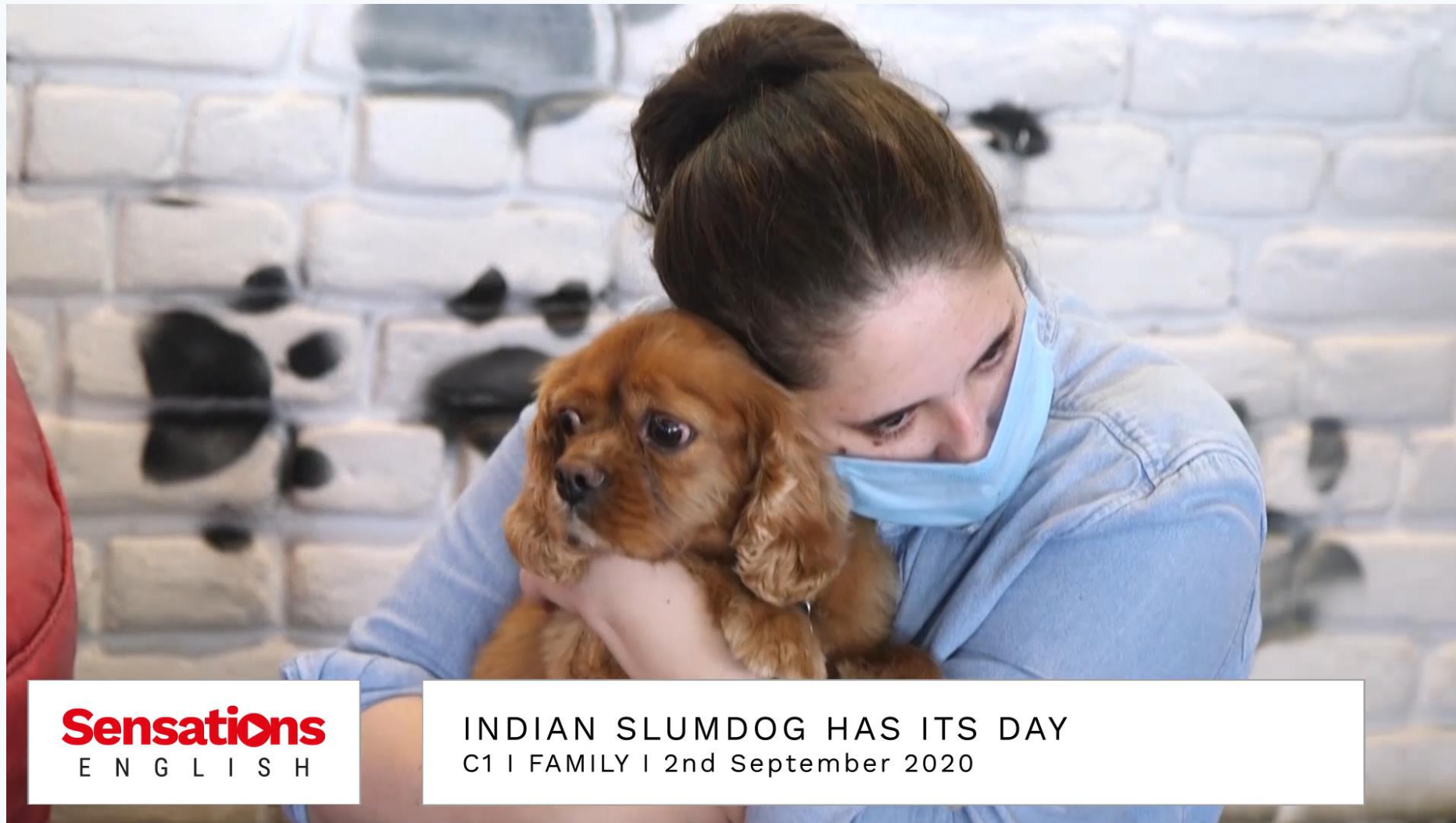
What I know is

cuddly companionship

tirelessly encouraging people



Video: Puppy love in the time of Covid



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INDIAN SLUMDOG HAS ITS DAY
C1 | FAMILY | 2nd September 2020

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Stage 4 – while viewing

Watch the video for details

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← Lesson
← Games & Tools

Q1

One remarkable quality of dogs is how they ...

- A prevent stress in their owners
- B empathise with their owner
- C make a house feel like a home
- D bond with sick people

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[Check Answer](#) Or Press Enter

**Sensations
English
comprehension
questions**



Stage 5 – post-viewing

Pronunciation work: To practise decoding skills

“What’s the word you hear?” game

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← Lesson
← Games & Tools

Listen to the word and fill in the blanks

Q7

Feeling the **Listen** i s o l a t i o n of the Covid-19 lockdown, many have sought the cuddly companionship of what for centuries we’ve called our best friend

[View In Transcript](#)

i s o l a t i o n

Type With Your Keyboard

← Previous Question **Check Answer** Or Press Enter



Stage 6 – post-viewing

Productive skills: writing

Your friend is considering adopting a stray dog.

Based on the video you've watched, give your friend some sound advice showing the implications of adopting a dog during a pandemic.



Stage 7 – post-viewing

Productive skills: Peer-correction of writing task



Learners support each other with peer-correction

Teacher monitors and assists students



Wrap-up

Stage 1 - Lead-in (pre-viewing) with visual aids

Stage 2 - Lead-in to set the context (questions)

Stage 3 - Watch the video for gist > identify phrases/ words they hear

Stage 4 - Watch the video for details > SE games

Stage 5 - Pronunciation work > SE game
"What's the word you hear?"

Stage 6 - Post-viewing - productive skills writing

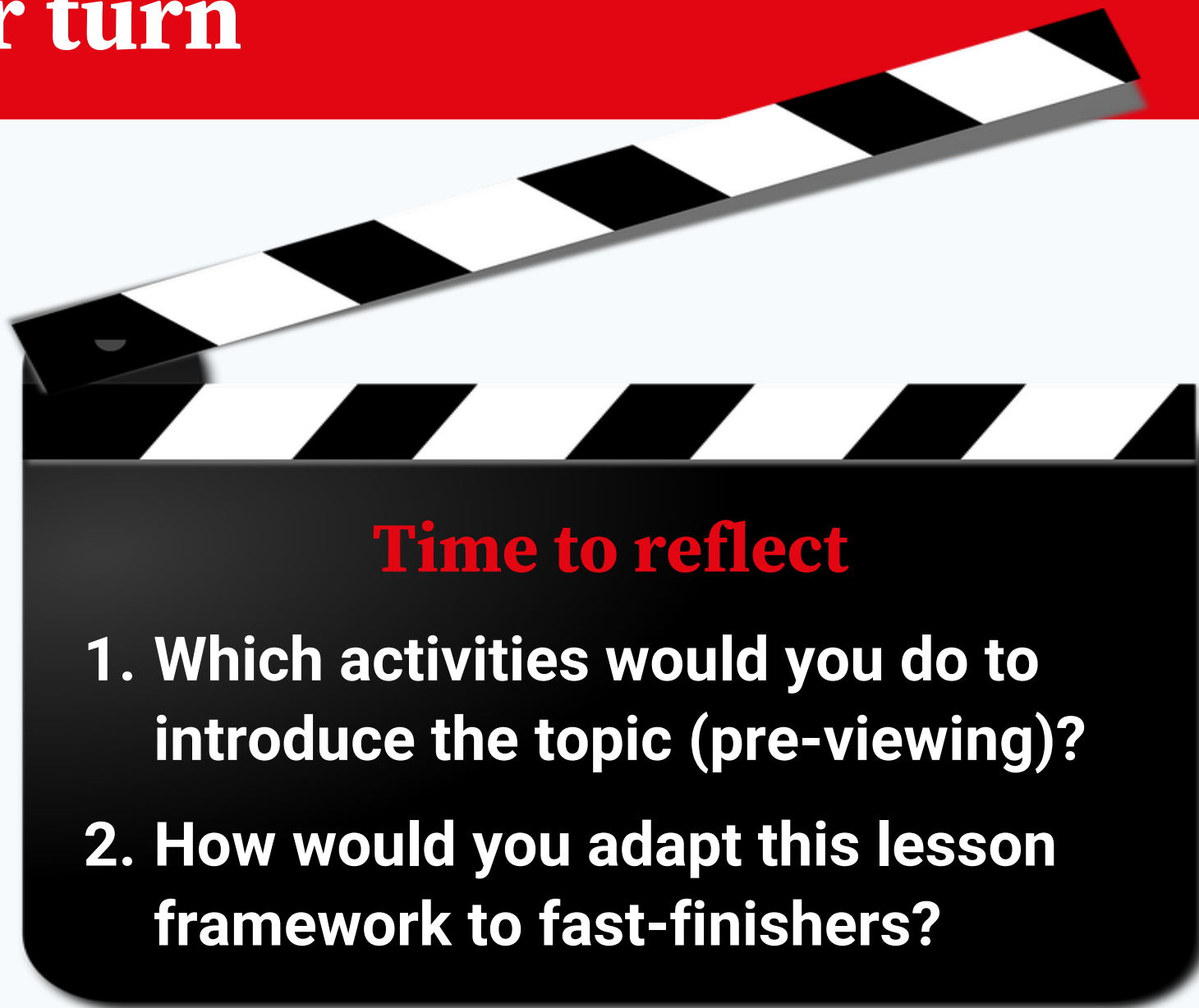
Stage 7 - Whole-class feedback / peer-feedback on writing

**Lesson
framework**

**Integrated
skills lesson**



Your turn



Time to reflect

- 1. Which activities would you do to introduce the topic (pre-viewing)?**
- 2. How would you adapt this lesson framework to fast-finishers?**



Video: Offices left empty as New Yorkers work from home





Video: Offices left empty as New Yorkers work from home

Level: A2

Expected outcomes: By the end of the lesson, Ss will have ...

- described and demonstrated their vocabulary knowledge.
- practised vocabulary related to the video.

Language focus: Vocabulary



Stage 1 – pre-viewing

Lead-in

Are you working from work or going to work?

Do you like working from home? Why or why not?

Are most people in your city working from home or going to work?

Why would some people prefer to work in their offices?

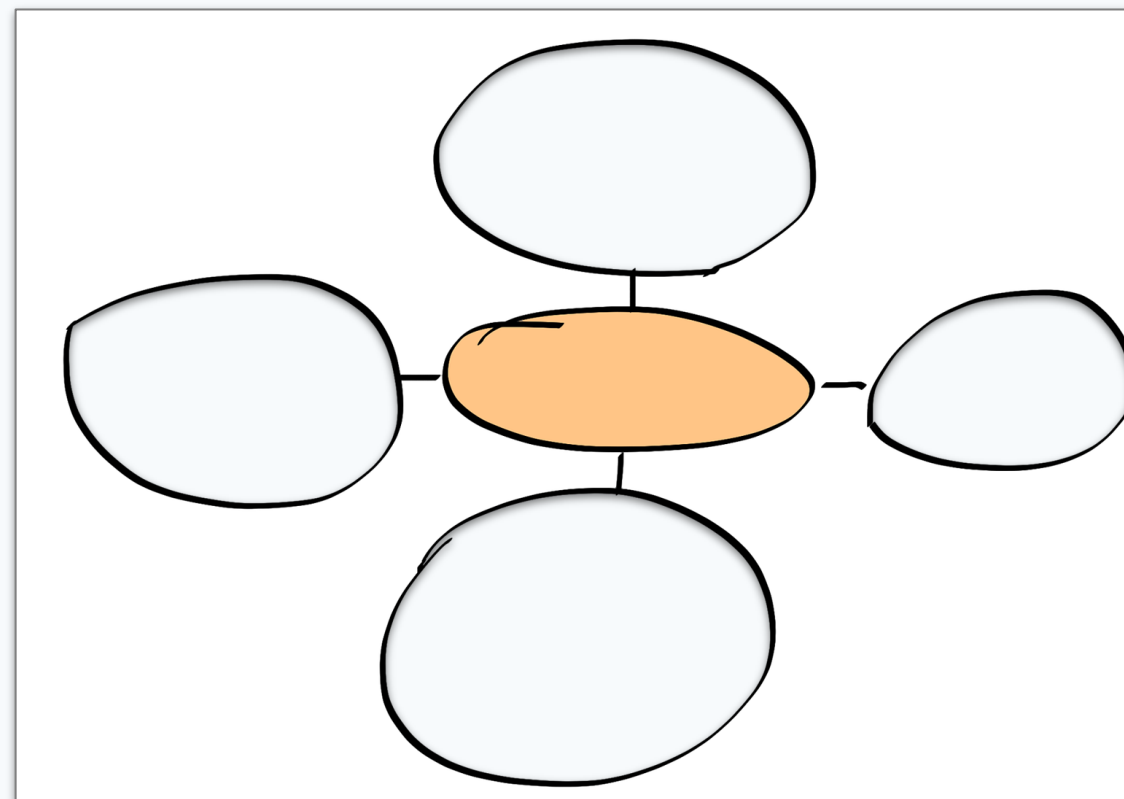


Stage 2 – pre-viewing

Vocabulary work 1

Elicit what students know about the topic by brainstorming their existing vocabulary

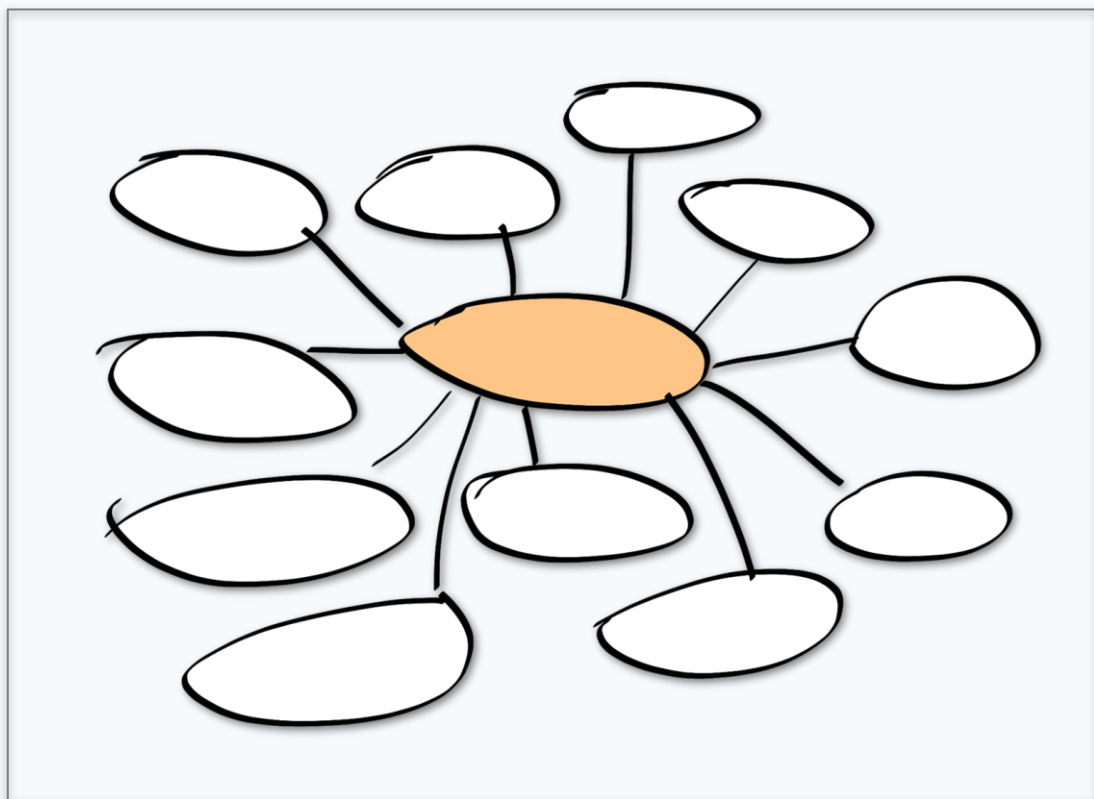
Mind-map





Stage 3 – while viewing

Watch the video



Notice vocabulary from the pre-viewing mind map

Add vocabulary to the mind map as you watch



Video: New York offices left empty



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OFFICE WORKERS IN NEW YORK CITY
A2 | WORK | 12th March 2021

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Stage 4 – while viewing

Collaborative Vocabulary presentation

Pair-work: Learners are given a passage of the narration and discuss the key words related to the topic

Pair 1

The streets of New York City are normally full of people but now they are almost empty. The pandemic has made New York into a very different place. Most offices are closed because their workers can't come to the city. They have to work from home. Lots of shops and restaurants are also closed.

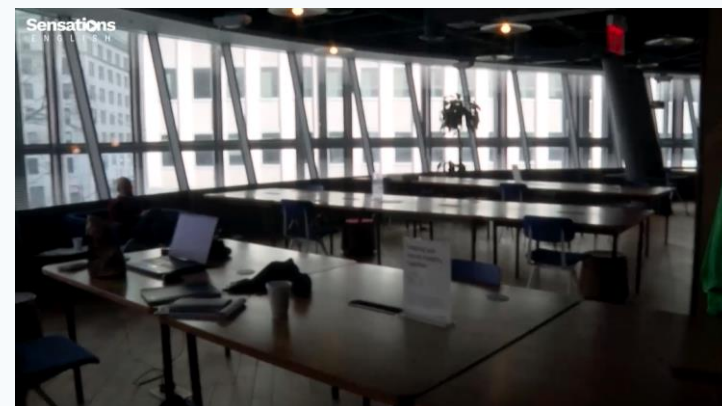
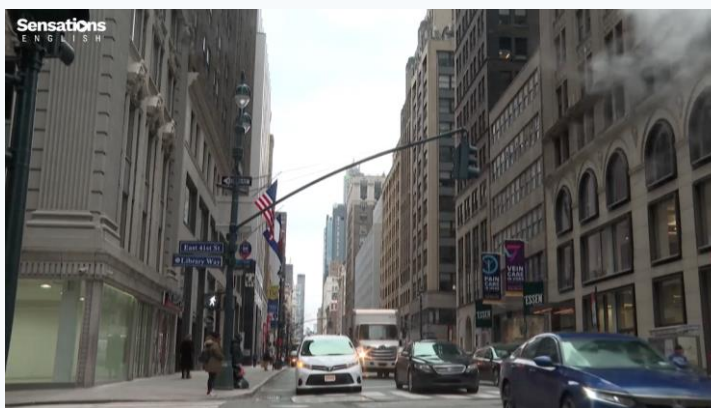
Pair 2

Lots of office workers enjoy working from home. They find it more convenient. Experts think offices should change into places where people feel supported. They should be specially designed to be more creative places.



Stage 5 – while viewing

Vocabulary practice: pairwork



Discuss the news and key vocabulary. Use the images to link to video





Stage 6 – while viewing

Watch the video

View the video twice for details

Notice new or unusual words and phrases

Collect useful phrases for discussing the situation



Stage 6 – post-viewing

Practice target vocabulary

Select 2 games

e.g. 2x

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vocabulary

games



Why don't you let your students choose the games?



Stage 7 – post-viewing

Speaking task



Pair work

Students report the news to their peers to recycle the vocabulary



Stage 8 – post-viewing

Whole-group feedback

Select some vocabulary errors

Elicit correction from learners

Recall the use in the report





Wrap-up

Lesson framework

Vocabulary lesson

Stage 1 - Lead-in (pre-viewing)

Stage 2 - Brainstorm existing vocabulary

Stage 3 - Watch the video

Stage 4 - Collaborative vocab presentation pair work (noticing language)

Stage 5 - Vocabulary practice with visual aids

Stage 6 - Watch the video for details

Stage 7 - SE games to practice target vocabulary

Stage 8 - Speaking task - report news

Stage 9 - Whole group feedback



Your turn



Time to reflect

- 1. How would you present new video vocabulary to students?**
- 2. Would you add or delete any stage proposed? Why?**



Video: Thai plane cafés take off





Video: Thai plane cafés take off

Level: B1

Expected outcomes: By the end of the lesson, Ss will have ...

- identified uses of the present perfect to describe recent events.
- Used the present perfect to talk about recent events in their lives.

Language focus: Grammar - Present perfect for news;
Defining and non-defining relative clauses



Stage 1 – pre-viewing

Lead-in: To encourage students' participation

**Raise interest
by asking
lower-order
thinking
questions**

- **Do you like going to cafés? Which ones?**
- **What is the best café in your city? Why?**
- **When was the last time you went to a café? What did you have?**
- **When was the last time you flew? Where did you go?**



Stage 2 – while viewing

Setting the context

Play 10-15 seconds of the video with sound/subtitles off



OR: Display 5-6 screenshots from the video





Stage 3 – while viewing

Grammar from video: guided discovery

Share a paragraph from the video with the target language.

Replace the target grammar with a gap fill.

Play the video of that passage and gather feedback.

A retired aeroplane _____ a “plane café” in the coastal city of Pattaya. Passengers’ boarding passes are scanned upon entry.



Video: Thai plane cafés take off

15



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HOLIDAY BUZZ FROM COFFEE CABIN
B1 | FUNNY | 25th September 2020

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Stage 4 – while viewing

Language analysis: elicit, concept check questions

Contextualise the target grammar using the example from the video and other sentences.

Support with timelines/drawings.

- Is the plane working now?**
- Was the plane working before?**
- Is the plane too old to be active?**
- Are the objects and seats in the plane the originals?**
- Did the airline change the original set up of the plane?**



Stage 5 – while viewing

Controlled practice 1: noticing language

Play the video again (with subtitles on)

Ask students to notice and report more examples.

Students discuss the meanings of each chunk of language in pairs.



Stage 6 – post-viewing

Controlled practice 2: practice games

e.g. choose 2 Sensation English games

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[Start Again](#)

Choose the correct verb.

Q4

The pandemic has the travel plans of millions around the world.

[View In Transcript](#)

retained **rot** **spun** **stimulated** **upset** **contradicted**

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Put the sentence in order.

Select A, B, C and D
The capital letter at the start of each sentence is not included.
The full stop at the end of each sentence is not included.

Q1

D	A	B	C	reset
1st	2nd	3rd	4th	

A upset the travel

B plans of millions

C around the world

D the pandemic has



Stage 7 – post-viewing

Guided practice (can be an asynchronous option)

Pair work/group work

Ss look for a similar strange news story in their L1/country.

Ss share explain their story to their partner(s)

Asynchronous option

Ss write a summary, record an audio or video using the target grammar



Stage 8 – post-viewing

Plenary

Pairs share their news with the whole class.

Students who listen to each pair are encouraged to ask questions about the piece of news (opinion questions)





Stage 9 – post-viewing

Whole-class feedback

Elicit error correction using a whiteboard





Wrap-up

Stage 1 - Lead-in with questions/pictures/quotes

Stage 2 - Setting the context

**Stage 3 - Grammar presentation through video
/guided discovery > Play video**

**Stage 4 - Language analysis with CCQ questions/
timelines/cline**

**Stage 5 - Controlled practice 1 to notice
language through video > Play video**

Stage 6 - Controlled practice 2 (SE games)

Stage 7 - Guided practice in pairs/ groups

Stage 8 - Plenary

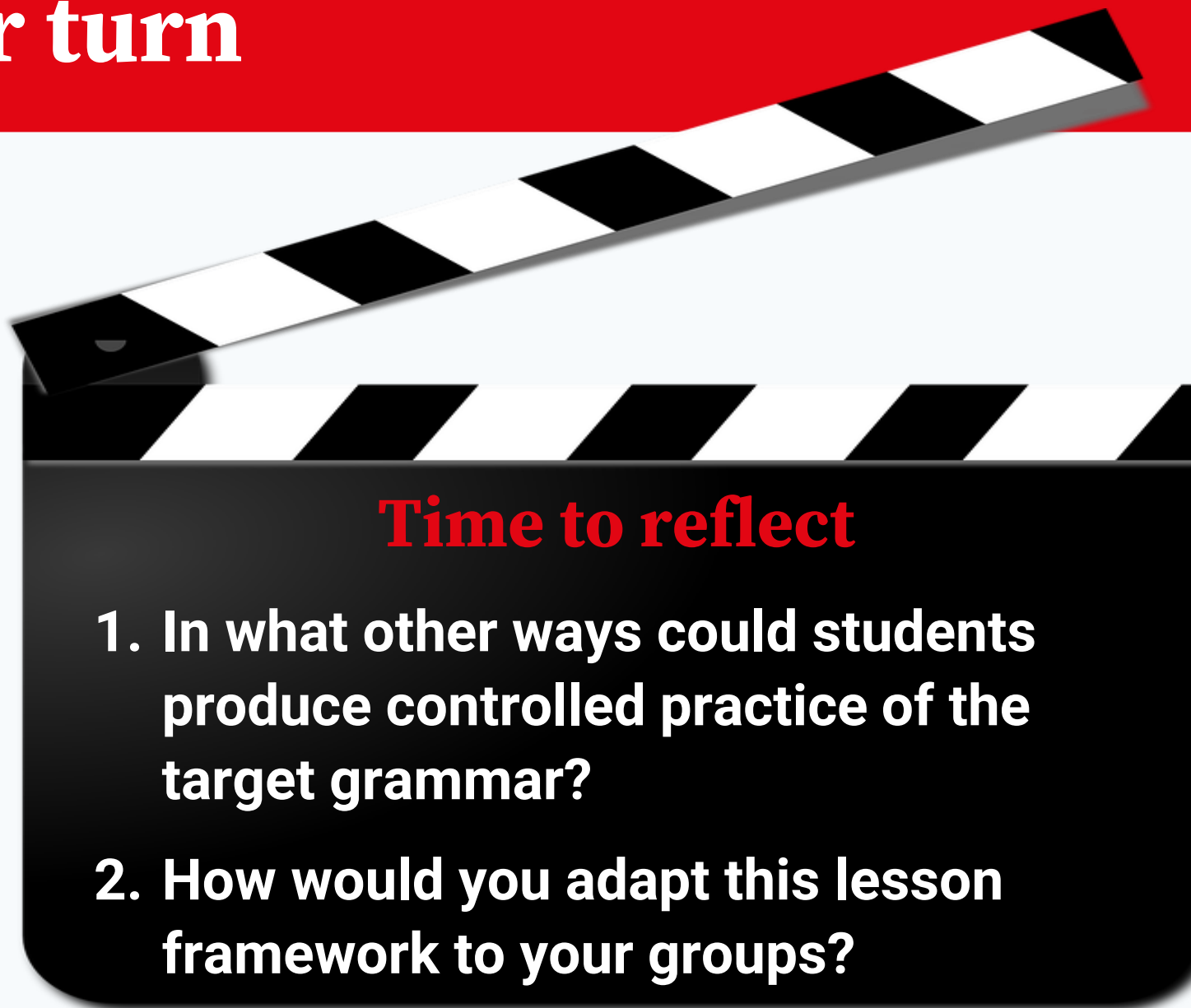
Stage 9 - Whole-group feedback

**Lesson
framework**

**Grammar
-based lesson**



Your turn



Time to reflect

- 1. In what other ways could students produce controlled practice of the target grammar?**
- 2. How would you adapt this lesson framework to your groups?**



Summary

- 1 The benefits of using video in synchronous lessons**
- 2 The stages, procedures and reasons of using video in integrated skills, grammar and vocabulary lessons**
- 3 Ways to adapt the lesson to your students**



Thank you! Obrigada!



cicanobre

The screenshot shows the profile page for Cecilia Nobre on the Freed platform. At the top, there is a navigation bar with the Freed logo, a search bar, and various icons for 'Share an idea', 'Feed', 'Me', 'Groups', 'My school', 'Products', 'Communities', and 'Notifications'. The profile header features a colorful abstract painting background and a circular profile picture of Cecilia Nobre. Below the profile picture is the name 'Cecilia Nobre' and her title 'EAP Teacher at Ozyegin University'. A bio reads: 'I am passionate about teaching with technology. EAP tutor, Teacher Trainer and ELT Ambassador @ Freed / Instagram: @cicanobre'. At the bottom, it shows 'Turkey', '152 followers', and '95 following'. An 'Edit profile' button is visible on the right side of the profile card.

<https://www.freed.com/users/20621>

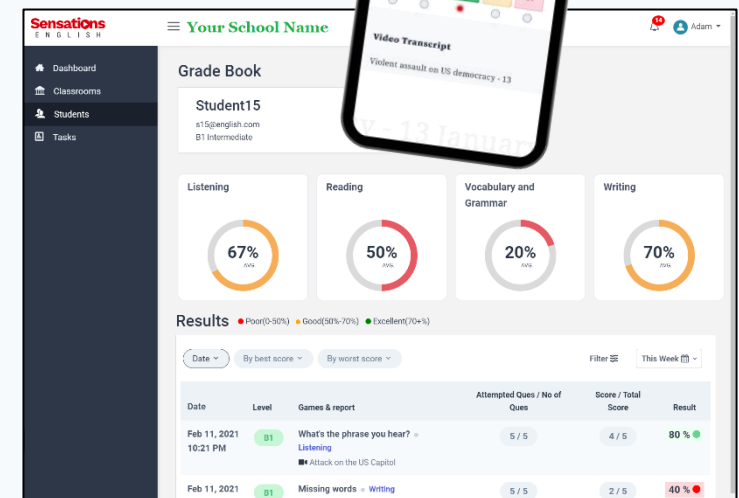
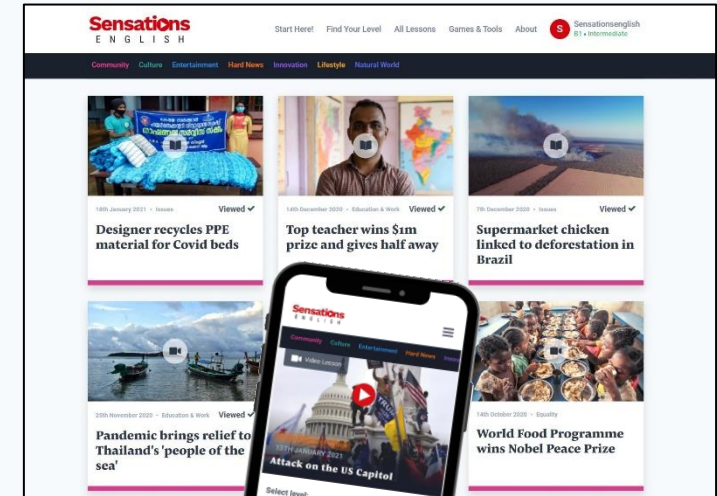


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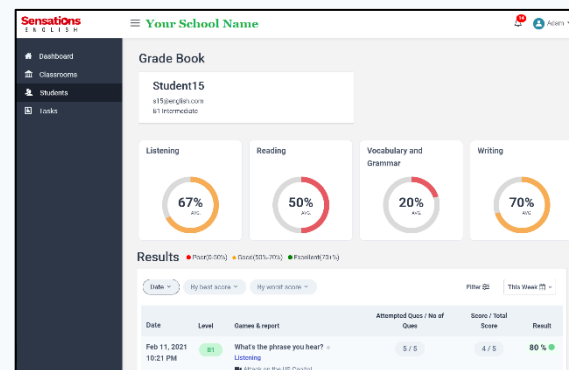
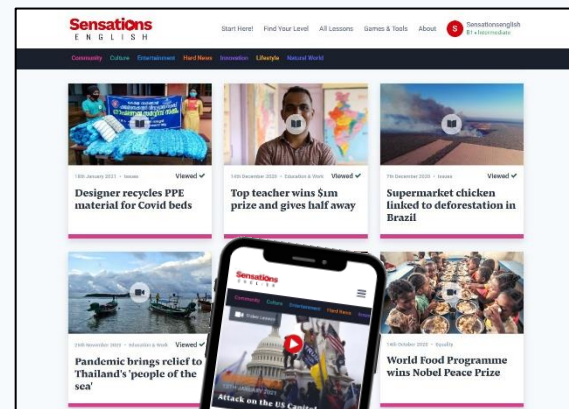
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