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## Review Of Research

### Abstract:-

We have always talked about recorded material and audio material only. But of course, we can also bring in video in the form of film clips, DVD or online video extracts for our learners to listen and learn while they watch.

Video have many good reasons for encouraging students to watch while they listen. In the first place, they get to see “language in use”. This not only captures their interest but also allows them to internalise a whole lot of paralinguistic behaviour. For example,

they can see how intonation matches facial expression and what gestures accompany certain phrases. Video allows learners entry into a new world of communications: they see how different people stand when they talk to each other and at the same time try to mime and learn many things, they also put themselves into different characters and echoes. This first helps the learners to memorize the target language chosen for them through the video.

### Keywords:

Use of Video, Activities and Tasks Based lesson, Material Development through Video Clips and extracts.

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## USE OF VIDEO IN ELT FOR MATERIAL DEVELOPMENT



## INTRODUCTION

Therefore, video extracts can be used as a main focus of a lesson sequence or as parts of other longer sequences. Sometimes we might get learners to watch a whole programme, but at other times they will only watch a short two-or three-minute sequence. Because learners are used to watching film at home – and may therefore associate it with relaxation – we need to be sure that we provide them with good viewing and listening tasks so that they give full attention to what they are seeing and hearing. But it also a plus point that they never get into a habit of making notes because they have never made notes whenever they watched movies or serials and captures the information and also reproduce it in the form of information packets when required.

### Techniques commonly practised in using video in class

Following viewing techniques are designed to awaken the learners curiosity through prediction so that they finally watch the film sequence in its entirety, they will have some expectation about it.

- ❖ Fast forward: the teacher presses the play button and then fast forwards the DVD or video so that the sequence shoots past silently and at great speed, taking only a few seconds. When it is over, the teacher can ask students what the extract was all about and whether they can guess what the characters are saying.
- ❖ Silent viewing (for language): the teacher plays the film extract at normal speed but without the sound. Students have to guess what the characters are saying. When they done this, the teacher plays it with sound so that they can check to see if they guessed correctly.
- ❖ Freeze Frame: at any stage during a video sequence we can ‘freeze’ the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next.

The activities are divided into three sections: before you watch, while you watch, and after the video. It helps the students to discuss ideas about the topic and establish what they already know or don’t know about it. They talk about their own knowledge and experience of the topic. Sometimes the video is played with the sound turned off so that students watch and decide what is happening, or guess what people are saying. It also helps them to focus on main ideas or particular points to find answers to questions. They also relate things they have seen in the video to their own lives, or give their reactions to what they have seen through interaction and start using such and similar interaction patterns in their real life situations.

### Introduction

#### Use of Video

The use of video is generally practised in three different modes with all possible techniques to enhance the learners’ skills and let them internalise the target language and also the paralinguistic features necessary for communication. The activities are divided into three modes: before you watch, while you watch, and after the video. It helps the students to discuss ideas about the topic and establish what they already know or don’t know about it. They talk about their own knowledge and experience of the topic. Sometimes the video is played with the sound turned off so that students watch and decide what is happening, or guess what people are saying. It also helps them to focus on main ideas or particular points to find answers to questions. They also relate things they have seen in the video to their own lives, or give their reactions to what they have seen through interaction.

For example the programme “Who are you?” in the video transcript says

1.1 (the presenters Liz and David are in the park.)

Liz: Who are you? I have blue eyes. I have blonde hair. I have blue trousers and I have a grey jumper. Hullo I’m Liz. I’m 24 years old and I’m a TV presenter.

1.2 Liz: Who’s this? His eyes are brown. His hair’s red. His trousers are blue. His shirt’s white and he’s 32 years old.

David: No I’m not! I’m 21. Hullo. I’m David and I’m a TV presenter, too.

1.3 (views of London.)

David: Where are you from? I’m from London. It’s a big city. The buses in London are red. The taxis are black. It has seven big railway stations and it has a lot of bridges. The Queen’s from London. This is her house.

1.4 (views of Cambridge.)

Liz: I'm from Cambridge. This is my house. Cambridge is old and it has a lot of old buildings. It has a market. It has a river. It has a famous university. It also has a press.  
(at the press.)

David: And they make you book.  
Liz: Goodbye.  
David: Goodbye.  
Liz: He is 32! (Doff and Christopher 12)

In this programme "Who are you?" we meet presenters Liz and David, and find out a few things about them. Then we look at the cities where they live. David lives in London, and Liz lives in Cambridge. The language focuses on colours, appearance, numbers (age), and places.

On the first day in the kids' class we start with the watching of video where Liz begins talking about herself and it is paused when she finishes her dialogues (1.1). Now the picture on the screen shows David jogging. The students are asked questions like, can you introduce Liz and describe Liz and so on. They are also put in the practice of listening and watching the picture carefully through which confirmation questions and short answers are introduced. Transfer of training from the screen to the live actions in the classroom is done. Students are often asked to describe their parents and introduce them and in this a lot of conversation is generated to make them use simple sentences carefully in the right time and at the right place.

Once they start catching or acquiring the desired focus, the video is again played to motivate them and enhance their creativity in using the types of sentences, they are listening to the speech and watching actions. Liz goes on talking about David and finally David comes out with short-answers and his introduction which makes the students to internalise the learning. This learning helps them use the types of sentences in their real-life situations. They even lead their conversation through questions and answers (short-answers and complete-answers), talking about the stills on the screen, their families and even the description of their classroom.

The learners are covertly trained to use their knowledge gained during the sessions and they are able to make their principles like what goes with what and what replaces what. In this way they make choice relationship/chain relationship paradigm. The views from London and Cambridge, the dialogues from Liz and David, are a wonderful example of covert teaching. The kids are then themselves able to talk about Raipur. They are often motivated with the slogans like "No one is wrong but someone is better". When the teacher asks them to keep their "bottles of water under the chair", some of them are able to add "away from feet". These slogans are now very frequently used in other learners' batches to develop a sense of responsibility, discipline, creativity. It has helped so much in my experience that I never need to tell them in the class to maintain silence, listen carefully, sit straight, and pay attention, etc that are likely to be expected in the kids' class.

The view from London and Cambridge about the buses, taxis, buildings, the Queen's house or a Palace give them a good exposure to the world class English and of course some general knowledge like where does the Queen of Britain live ? Is it a house or palace? Which palace is it? The practice to spell Buckingham Palace with drillings also makes them pronounce and learn the sounds of English. Similar classroom sessions are conducted sometimes with audio too so that they learn listening better. And thus they go on learning things through videos and audios with regular practice and drill. They are trained to express themselves in controlled structured language. This also makes them presentable with good spoken English in different situations of life whether it's their school, college, workplace, home or society.

## REFERENCES

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