

Interactive Tasks in Video Language Teaching

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Abstract

This paper deals with the design and implementation of effective and enjoyable video language learning tasks. The paper is divided into four parts. In the first part, the advantages and disadvantages of using video for foreign language teaching are discussed. While noting video's many advantages, it is also stressed that there are problems of student passivity and effective classroom use.

The second part introduces the two notions of interactive learning (Rivers 1987) and task-based learning (Candlin & Murphy 1987). Interactive learning is defined as learning where students actively participate in motivating activities which engage their interests and imagination. Task-based learning is defined as learning through active problem-solving. These two concepts are proposed as part of a learner-centred approach to video language teaching which can overcome student passivity.

The final two parts discuss the parameters of interactive video tasks and the organization of video teaching into pre-viewing, viewing and post-viewing stages. Suggestions for effective use of video are given and a variety of interactive video tasks are described and illustrated with examples from popular movies and videos.

TELEVISION AND VIDEO LANGUAGE TEACHING

We are now living in the Video Age. With the diffusion of television across the world, it is becoming rare to find a person who has not been exposed to the wonders of the small screen. Given the pervasiveness and power of TV in society, it is natural that educators should be very much interested in taking advantage of the exciting possibilities offered by video for classroom teaching.

For foreign language teachers, the attraction of video has become especially strong. Learners who are at best half-hearted when dealing with the 2-dimensional world of language teaching textbooks come alive when presented with the engaging realism of video. Given the facts that our learners (1)

are being more and more exposed to foreign languages through regular TV programming, satellite broadcasting, foreign language video and films, and that they (2) feel increasingly that video learning is very interesting and effective in developing their foreign language ability, it is obvious that video language teaching in the classroom is now something that cannot be ignored.

Despite the fact that language teachers are increasingly looking to video to enliven and improve their teaching, there are still many teachers who feel uneasy in using video. Lack of experience or guidance can lead to frustration with what has been shown to be a very powerful teaching aid. A prime problem for many teachers concerns how to use video, or more specifically, information about video activities which produce lively and effective language learning. In this paper, I would like to approach this problem of video activities from the direction of interactive task-based learning. This paper is divided into roughly 4 parts: the advantages and disadvantages of video in language teaching, the nature of interactive task-based learning, the features of good interactive video tasks and finally a look at the three stages of classroom video language teaching.

VIDEO - ADVANTAGES AND DISADVANTAGES

What are the advantages of using video for language teaching? A review of the recent literature on video language teaching (Loneragan 1984; McGovern 1983; Geddes & Sturtridge 1982) shows the main advantages to be as follows:

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|------------------------------|--|
| 1 Motivation | Students' motivation for learning is increased through the visual stimulus of video, the associated feelings they have for television as a medium of enjoyment and the novelty of video in the school setting. |
| 2 Extension | Through video, a variety of situations from the real world outside the school setting can be brought into the language classroom for study. |
| 3 Authenticity | Through the appropriate choice of video materials, students can be presented with language which is authentic or near-authentic. |
| 4 Nonverbal
Communication | Video allows students to see how language interacts with other visual but non-verbal communication systems such as gesture, facial expression, eye contact, proxemics, etc. |
| 5 Context | Video forces students to appreciate the importance of setting, situational background and participant factors in communication. |

- | | |
|---------------------------------|---|
| 6 Facilitation of Comprehension | The visual element of video assists students in understanding language through contextual clues to meaning. |
| 7 Listening | By its very nature, video presents language as speech and thus gives students valuable practice in listening comprehension. |
| 8 Facilitation of Explanation | Through its presentation of visually-understandable situations in context, video saves teachers from having to make long and complex explanations about language usage. |
| 9 Flexibility | The video recorder's ability to stop action (freeze-frame) and repeat segments (rewind) allows more effective analysis and practice of language. |
| 10 Stimulation | The richness of video is a natural stimulus for follow-up classroom practice and extension exercises. |
| 11 Improved Learning | Evidence indicates that video language teaching leads to increased retention of language knowledge and skills. |
| 12 Status | Ownership and use of video leads to increased status and improved reputations for institutions among students and the public. |

Let us now look at the disadvantages which accompany the use of video.

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| 1 Student Passivity | In the minds of most people, TV watching is associated with passivity. One reason for TV's success is that it entertains without making any demands on the viewer. This passive attitude, bred into people through years of conditioning, is something brought to the video classroom by our students who expect to be entertained. |
| 2 Teacher Passivity | Whereas students have a tendency to equate video with relaxation and enjoyment rather than with study and concentration, teachers have a tendency to think showing video is a substitute for teaching. For teachers who are overworked, inexperienced or unprofessional, it is all too easy to think of video as a cure-all, something to fill up the class hour and baby-sit the students while requiring no planning or preparation. |
| 3 Richness of The Medium | In a sense, video is too rich as a teaching medium. Filled as it is with a multitude of meanings on verbal, visual and situational levels, it can often be confusing and overwhelming for language learners. Without clear pedagogical aims and careful teacher guidance, effective and systematic learning cannot take place. |

- 4 Uncontrolled Structure Authentic video programs are not made with ideas of language and structure control in mind. A teacher wishing to concentrate on a specific structure (e. g. "past conditionals") or function (e. g. "inviting"), might find examples of these only 2 or 3 times in the video at points quite distant from each other on the tape. Such authentic videos are therefore not always suitable for systematic language exposure and practice without supplementary materials.
- 5 Under-Exploitation Through lack of experience or training, many teachers tend to underuse video, often treating it like an audio listening tape with pictures. A lack of variety in teaching activities and failure to exploit the full potential of video results in disappointed teachers and bored students.
- 6 Lack of Integration Instead of being properly integrated into a teaching plan and being used to achieve certain pre-planned pedagogical objectives, video has a tendency to displace objectives, becoming an end in itself, not just a means to an end. At the other extreme, video is also often used as an optional extra, unrelated to the course work but just thrown in for variety.
- 7 Length The choice of authentic video often involves films or equally long TV shows. The extreme length of such videos can often be unwieldy from a pedagogic point of view.
- 8 Adaptability A particular authentic video may seem excellent to a teacher but present major problems of adaptation, either of content or language, for effective use with a particular group of students.
- 9 Authenticity Though video can present students with language which is authentic or near-authentic, it must still be remembered that scripted video language is not the same thing as language use in the real world.

INTERACTIVE LANGUAGE TEACHING

As noted by Rivers (1987), the field of language teaching is filled with conflicting claims, assertions and proposals about the aims and methods of language teaching. Despite this confusion, however, the central objective of language teaching remains 'communication', the ability to understand information communicated as well as to express those messages which one wants to communicate, whether in speech or in writing. Communication is thus by definition an interactive process, whereby someone

has something to share with someone else and where both parties are interested, attentive and actively involved in the communication process. If we wish our learners to acquire this interactive skill, it makes sense then to teach in an interactive way.

What actually happens in an interactive foreign language class? Rivers suggests that the following features characterize the interactive classroom:

- 1) Purposeful use of authentic materials in the foreign language
- 2) Active student listening and speaking in class
- 3) Social involvement of learners working together on joint tasks
- 4) Study of films and videotapes of native speakers interacting
- 5) Involvement of learners' imaginations through creative language tasks
- 6) Study of cross-cultural interaction
- 7) Learner interaction with reading texts using active tasks
- 8) Expression of learners' ideas to an interested audience
- 9) Study not only of grammar rules but also of performance rules
- 10) Interactive, authentic, proficiency-oriented testing
- 11) Interaction with the community outside the classroom
- 12) Integration of learners' ideas and experience into classroom content

To facilitate our students' acquisition of active communication ability, our classrooms must therefore promote lively attention and active participation among students. The development of student interest and desire to participate requires knowledge of teaching techniques, skill in developing warm personal relationships with students and the ability to stimulate students' energy, creativity and imagination. This stress on interactive language teaching is especially important for language teaching through video given the dangers of student passivity we have already discussed.

TASK - BASED LANGUAGE LEARNING

To ensure interactive language learning in the classroom, Candlin and Murphy (1987) propose the use of language learning tasks. A task they define simply as a problem-solving negotiation of knowledge within a particular context using language. As such, task-based learning activities are part of the learner-centred approach to education, focussed on students themselves, rather than on teachers or materials. Candlin feels that such task-based learning can enhance classroom communication and

language acquisition by creating conditions in which learners are encouraged to respond actively, to explore and to take part.

What exactly is task-based learning, then, and what do tasks look like? To understand this better, let us take an example using the following reading passage:

Early in the 16th century, men were trying to reach Asia by travelling west from Europe. In order to do this, they had to find a way past South America. The first man to do this was Ferdinand Magellan, who found the way from the Atlantic Ocean to the Pacific. Magellan sailed from Seville, Spain in August 1519 with five ships and 280 men. Fourteen months later, after spending the winter in Patagonia, he discovered the channel now called Magellan's Straits and passed through with two ships. In November 1520, the three remaining ships followed him into the Pacific. After a long voyage, they reached the Philippines, where Magellan was killed in battle. The remaining officers then decided to return to Spain by sailing around Africa. After many difficulties, one ship with eighteen men sailed into Seville three years after leaving. They were all that remained of Magellan's expedition, but they were the first men to sail around the world.

(adapted from "Reading and Thinking in English – Exploring Functions")

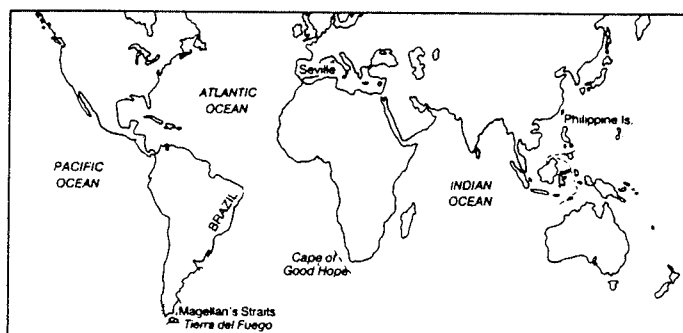
As teachers, how could we present this passage? One way would be to instruct our students to just read the passage. Simple reading, however, is not a task since there is no problem-solving involved. Students have no focus of attention and after reading are likely to say "Now what?"

A task-based approach to the above passage must therefore provide students with some problem to solve, some focus of attention and some interaction. This could be done by introducing tasks such as the following:

Pre-reading questions "Read the passage in order to answer these 2 questions"

- 1) What was Magellan's achievement?
- 2) What was the achievement of the men who returned to Spain?

Labelling of diagrams "Read the passage and use the information in it to mark the route of Magellan's expedition on the map below. When you finish, check your answer with your partner"



Completing of charts “Read the passage and use the information in it to complete the table below with the correct time & event”

TIME	EVENT
	men try to sail west to Asia
August 1519	
October 1520	
	enter the Pacific Ocean
	return to Seville

Ordering of events “Read the passage and then, in groups of 3 students each, number the events below to show their correct chronological order”

- discovery of straits
-return to Seville
-arrival in Philippines
-journey around Africa
- death of Magellan
- departure from Seville
- stay in Patagonia
- arrival in Pacific

These four task examples show very clearly the nature of task-based learning. In each case, students are reading the passage purposely in order to solve some problem. The nature of the problem differs according to the task - reading to find the answer to some question, to complete a map or chart, or to order some facts chronologically. In each case, however, there is a specific problem to be solved which requires the learner to read purposefully and to actively seek for meaning and information. Student interaction can also be arranged through designing tasks for pair or group work as in the example task dealing with chronological ordering of events.

Various lists of criteria for good language learning tasks have been drawn up. Candlin and Murphy mention two specific workshops dealing with this-Nijmegen (1985) and Honolulu (1984). Commonly agreed-upon criteria for good tasks usually include such elements as the following:

- Meaning – should focus on how language is used to convey meaning

Relevance	— should help students differentiate relevant & irrelevant data
Involvement	— should require active student involvement & contribution
Motivation	— should be interesting and stimulating
Challenge	— should have a challenging level of difficulty, not so easy that students are bored nor so difficult that students are frustrated, but rather difficult enough to provide a challenge and yet easy enough to ensure success and thus build confidence
Co-operation	— should encourage students to work together effectively
Strategy	— should encourage the development of effective learning strategies
Appropriacy	— should be varied for different levels, skills and objectives
Focus	— should be clear, unambiguous and targeted to relevant goals
Structure	— should be graded and organized for effective learning

VIDEO LANGUAGE LEARNING TASKS

Video language learning tasks can be classified and analysed according to a number of different criteria. Perhaps the most important of these criteria are task focus, learner activity, task scope, response mode and response format. Let us look at each of these in turn. To clarify these criteria, examples from various movies and videos will be given. It is hoped that these examples will not only help readers to better understand the points mentioned but will also stimulate their ideas as to how video tasks can be designed for their own video teaching.

Task Focus In discussing video language learning tasks, it is useful to distinguish between content-based tasks and language-based tasks. Language-based tasks are tasks which deal with the language of the video i. e. with the analysis and practice of language forms and language usage. Since we consider our goal as language teachers to teach not just 'language' but also 'communication', this category can also be thought of as including non-linguistic communication. In teaching video, then, we will want to teach relevant knowledge concerning the following areas of language and communication:

AREA

Pronunciation

FEATURES

sounds/stress/intonation/rhythm

Vocabulary	denotation/connotation
Grammar	rules of syntax
Usage	rules of performance
Discourse	structure of language events
Pragmatics	communication strategies
Rhetoric	language style & effectiveness
Sociolinguistics	language varieties/dialects/registers
Culture	cultural bases of communication
Non-verbal communication	gestures/facial expression/posture/proxemics
Semiotics	communication of 'signs' – clothing, objects, etc.

Content-based tasks are tasks which deal with the information, action or ideas presented in the video. Studying video content is important for several reasons. First, if a video is chosen because of its interesting content, it is self-defeating to spend class time solely on the language of the video. This will only produce learners who are disappointed or frustrated. If motivation is to be maintained, then the content of videos must be consciously addressed. Secondly, content is inextricably linked to language so that attention paid to content will automatically lead to more language use and language practice in the classroom.

Areas of video content which require attention include the following :

<u>AREA</u>	<u>EXAMPLES (based on the film 'Gandhi')</u>
Characters	Gandhi, Nehru, Jinna
Settings	South Africa, India, London
Actions	(S. Africa) protest, (India) travel, protest, prison, fasting
Themes	apartheid, independence, imperialism, non-violence
Genre	dramatized historical documentary/biography
Culture	religion (Islam/Hinduism), social structure (castes), values
Technique	Attenborough's directing, Kingsley's acting, camera work

In teaching video, it is important then to keep these two aspects of language and content in mind. Focussing only on the language element while ignoring the content can lead to lessons which are dry and sterile, which ignore the exciting ideas and information that video often shows. Focussing only

	<p>1 What was Chris doing at 2 am?</p> <p>2 What was Chris doing when the North Vietnamese attacked?</p>	<p>example below :</p> <p>Who is it? Sal woke him up for guard duty at 1 am. He did 2 hours guard duty, woke Mike up at 3 am and went to sleep. (Answer = Chris)</p>
Group	<p>In groups of 3, match up the Vietnam War slang we heard in today's video scene with the standard English on the right.</p> <p><i>Vietnam Slang</i> <i>Standard English</i></p> <p>a grunt Vietnam</p> <p>a chopper a US soldier</p> <p>Nam a Vietcong soldier</p> <p>a gook a helicopter</p>	<p>In groups of 3, discuss together and decide how to rank in order of importance the following factors in the American failure in Vietnam.</p> <p>..... Racial prejudice among soldiers</p> <p>..... Drug use among US troops</p> <p>..... Lack of purpose to the war</p> <p>..... Lack of support from citizens</p> <p>..... Strong Vietcong resistance</p>
Whole class	<p>Listen to the dialogue from today's video scene and read along on your handout. The teacher will stop the video after every sentence. Repeat the dialogue sentence by sentence using the correct stress, rhythm and intonation.</p>	<p>In today's video scene, Chris's platoon goes into a Vietnamese village that they think is helping the Vietcong. What do you think will happen in the village? Tell the teacher so he can write the class predictions on the board, then watch and see what actually happens.</p>

Task Scope Video study, like the study of reading texts, can be broken down into 'intensive' and 'extensive' study according to the length of excerpt focussed on. Intensive study refers to the concentrated study of short segments of language with the aim of having students completely understand every word. This has been the traditional focus of grammar-translation and Japanese 'dokuyaku' teaching, although these methods have relied on detailed teacher explanation rather than on interactive tasks. Extensive study, on the other hand, is the study of longer stretches of language where students are expected to understand the gist or main ideas but not every single word.

As foreign language ability includes both the ability to completely understand short stretches of language and also the ability to understand the gist of longer stretches of language, we must teach both intensive and extensive video viewing skills. In our video teaching, therefore, it is important to include tasks of both kinds. A common approach to doing this is to break up the video story into short scenes of 3 to 5 minutes. Students can first go through the whole 3 minute scene and do several extensive exercises to comprehend the general meaning and to get acquainted with the scene content. After this, learners can then go through the same scene again more carefully with various intensive tasks in order to understand the details and finer language points of the scene.

To illustrate the nature of extensive and intensive video language tasks, let us look at the following examples taken from the film 'Back to the Future':

<u>SCOPE</u>	<u>ACTIVITY</u>	<u>EXAMPLE</u>
Extensive Tasks	1 Understanding gist	Watch the 3 minute video scene and say what kind of conversation is taking place between the hero and his 1950's teenage mother (a) argument (b) small talk (c) seduction
	2 Watching for specific information	Watch the 3 minute video scene and find the following information : "What was the newspaper article about that the hero found in his pocket?"
Intensive Tasks	1 Intensive repetition	Watch the 10 second dialogue on the video between the hero and the scientist. Then repeat it phrase by phrase as the teacher pauses the video.
	2 Gap filling	Watch the 10-second dialogue on the video, and then fill in the gaps in the script below. Hero : There's toatohome.

Response Mode Another criteria for analysis of video language learning tasks concerns the type of task response required of students. One basic distinction to make in discussing student response

modes is between verbal and non-verbal responses, where verbal responses are spoken or written language while non-verbal responses are gestures or non-language marks on paper.

The non-verbal response mode has several advantages. First, non-verbal tasks usually intrude less on the video watching process and thus allow learners to pay more attention to understanding the video. A task which requires students to write down answers in complete sentences while the video is running will often result in students spending too much time looking down at their papers writing and thus missing important information on the screen. In addition, lack of appropriate vocabulary will lead to a high quantity of learner language mistakes and accompanying frustration. A task which only requires non-verbal checking of boxes or circling of answers should give learners more chance to focus their attention on the video scene. A second advantage is that, according to the silent period hypothesis (Dulay, Burt & Krashen 1982), non-verbal tasks are often helpful for lower level learners who need plenty of language input before being asked to produce language.

The following examples, based on the Brazilian movie 'Kiss of the Spiderwoman', show the differences between these two response modes.

Verbal Task : Watch today's video scene and write sentences which describe the feelings of the political prisoner.

- 1
- 2
- 3

Non-verbal Task : Listen to the teacher explain the sentences below. Then, watch today's video scene and tick the sentences which correctly describe the political prisoner's feelings.

- 1 He resents being in the same cell with the homosexual.
- 2 He's interested in the film the homosexual is describing.
- 3 He is very bitter about the prison officials.

Response Format Most traditional exercise formats are readily applicable to video language learning. Video language learning tasks may thus incorporate any of the common tasks given below.

FORMAT

EXAMPLES (taken from the movies 'King Kong', 'My Fair Lady' and 'Raiders of the Lost Ark')

1 True/False

Circle T if the sentence is true and F if it is false.

T F There are no dinosaurs on King Kong's island.

2 Multiple choice

Choose the best answer by circling (a) (b) or (c).

Liza Doolittle's native accent is

(a) upper class Oxford

(b) middle class London

(c) working class Cockney

3 Matching

Match the action with the place where it happened.

PLACE ACTION

Peru Indy Jones first meets his old girlfriend.

Nepal Indy finds the Ark of the Covenant.

Cairo Indy is almost killed by a giant stone.

4 Ordering

Number the events below in the correct order according to what happened in the last scene of King Kong.

..... King Kong climbs the Empire State Building.

..... King Kong is exhibited to the public.

..... King Kong is shot by airplanes.

..... King Kong breaks his chains and escapes.

5 Cloze

Fill in the gaps in the sentences below according to the dialogue from the scene in My Fair Lady.

Eliza : The rain in falls on the

Higgins : I think she's it.

6 Note taking

Listen to the American government officials explain the problem to Indy Jones and take notes using the format below :

Who's looking for the Ark :

Where :

Why :

When they want Indy to leave :

a) Picture labelling

Label the picture of the TV studio with these words :

- news desk
- newscaster
- news editors
- control panel
- microphones



b) Translation equivalents

Match the English words to the Japanese meaning.

- | | |
|-----------------|---------------|
| terebi no gamen | correspondent |
| terebi CM | TV screen |
| tokuha-in | TV commercial |

2 Language prediction

In pairs, make a list of the English vocabulary expressions you think we'll hear in today's scene from the movie 'Broadcast News'.

How do you think these Japanese expressions will be expressed in today's video scene?

- 1 konban wa, 9-ji ni narimashita. News Today desu.
- 2 kyo no news no omo-na komoku o mite mimasho.

3 Language practice

TV news English often uses the passive voice. In preparation for viewing today's scene, put the following verbs into the passive voice :

- 1 A suspected kidnapper today. (arrest)
- 2 30 people in the accident. (kill)

CONTENT PREPARATION

1 Content presentation

a) Pre-reading

Read an article about TV news broadcasts and then, in pairs, answer questions on it.

b) Pre-listening

Listen to a tape recording about TV news broadcasts and then mark whether the sentences given are True or False.

c) Pre-discussion

In today's scene of Broadcast News, we will see a live TV news broadcast. Discuss the following questions in groups of 3:

- 1 What are the main news shows in Japan?
- 2 Who are the main TV newscasters in Japan?
- 3 How do their styles & personalities differ?
- 4 What things sometimes go wrong on the TV news?

2 Content Prediction

In today's scene of the movie Broadcast News, we will see a live TV news broadcast. In groups, make a list of predictions about the following :

- 1 What will go wrong during the broadcast?
- 2 What news stories will be reported?

3 Content Practice

Before we watch today's video scene about a TV news broadcast, make sure you understand who does what by matching the people below with the jobs they do.

Tom	copy writer (writes news stories)
Aaron	director (organizes the news show)
Jane	anchorman (reads the main news)

The Viewing Stage Once learners have been introduced to the video content, have had their interest in the topic stimulated, and have had some exposure to and practice with the key language items of the video, then it is time to move on to the viewing stage. As we have mentioned, one of the biggest problems with video viewing is the tendency of learners to sit back, relax and watch passively. To promote effective learning, then, it is especially important at this stage to give students active viewing tasks.

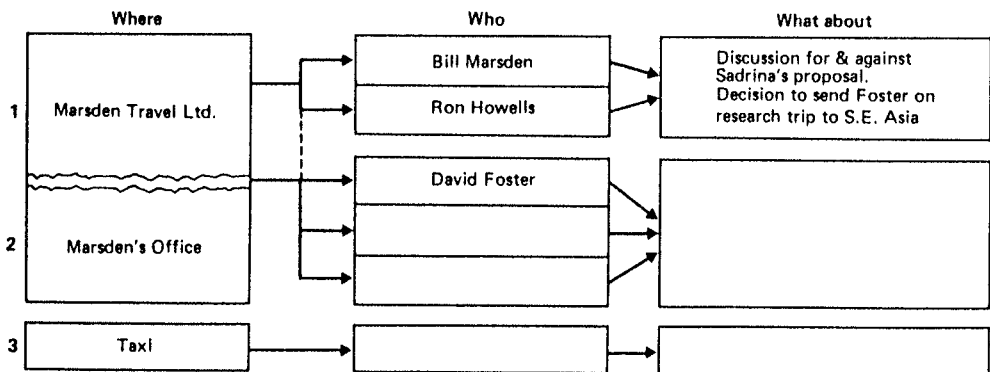
In planning the viewing stage, there are two points that we should keep in mind. One is the distinction we have mentioned regarding intensive and extensive viewing. The second point concerns the special functions that video technology makes available.

Extensive Viewing Many educators working with video (e. g. Lavery 1984) recommend beginning the viewing stage with extensive viewing tasks. This is because, before students can do a detailed study of the video scene, they need to see the video several times to get a general idea of the story and to get acquainted with the language and content of the scene. Below are listed some of the most common extensive viewing tasks used with video. The examples are taken from the language teaching

video 'The Sadrina Project'.

<u>EXTENSIVE TASK</u>	<u>LANGUAGE FOCUS</u>	<u>CONTENT FOCUS</u>
Checking predictions	What expression did you predict Foster would use to pay the taxi? What does he actually say?	Watch the video and check to see who they decide to send to S. E. Asia. Was your prediction correct?
Viewing Questions	What kind of language does Marsden use with Mr. Sadrina? a) informal b) formal	Watch the video and answer the question : 'What is the Sadrina Project?'
Notetaking	Watch the video and make notes about how Foster expresses thanks : To Mr. Marsden = To the taxi driver =	Watch the video and make notes about David Foster's trip : Destination = Flight # = Departure date =
Charts & Figures	Make a chart to show who uses formal language when.	Complete the chart below to show who did what where in this scene.

"The Sadrina Project" Episode 1



Intensive Viewing After gaining a global understanding of a video scene through several viewings accompanied by extensive tasks, it is time to study certain segments of the video in more detail. For

this intensive study, cloze exercises and tasks involving use of the video freeze-frame facility are often used.

INTENSIVE VIEWING TASKS

Cloze

EXAMPLES (from the video 'Follow Me')

Watch the video scene of the customs inspection and fill in the gaps below.

Customs officer : Are your?

Priest : Yes,

Freeze-frame + repetition

Repeat with the correct pronunciation as the teacher pauses after each sentence.

Customs : Are these your suitcases?

PAUSE BUTTON – learners repeat

Priest : Yes, they are.

PAUSE BUTTON – learners repeat

Freeze-frame + response

Listen to the video question, respond in natural English during the pause, then check to see how the video characters responded.

Customs : Are these your suitcases?

PAUSE BUTTON Learners : "Yes" "That's right"

Priest : Yes, they are.

Freeze-frame + questions

Watch the video and answer the teacher's questions when he stops the video.

Customs : Are these your suitcases?

Priest : Yes, they are.

PAUSE Teacher : Whose suitcases are they?

Learners : The priest's.

Special Video Functions Through control of the sound and picture, special tasks can be devised which help learners to understand and practice the video language and content. By focussing only on the picture, learners can concentrate on such details as cultural features and non-verbal communication such as gesture. By listening to the sound without the picture, learners' attention can be focussed on language features such as reduction, stress, intonation, etc.

SPECIAL VIDEO TASKS

EXAMPLES (from the movie 'Casablanca')

Picture only/sound off

- * Watch the final airport scene of Casablanca with the sound off. Judging from what you see, answer the following questions :

- 1 How do each of the characters feel? (Look closely at their facial expressions)
- 2 What do you think they're talking about?

Sound only/Picture off

- * Listen to the final scene of Casablanca on the audio tape, then answer the following questions :

- 1 Where does the scene take place? (Listen to the background noises)
- 2 Who leaves Casablanca? Who stays in Casablanca?

Video split

- * One group listens to the sound only using an audio cassette. The other group watches the video without sound in another room. Both groups take notes, then come together to pool their information and reconstruct the Casablanca airport scene. After, they watch the scene together and check their comprehension.

Back-to-back narration

- * Learners pair up with one person facing the TV and the other facing his partner with his back to the TV. The video is shown picture only and the partner facing the TV explains what is happening to the one who can't see.
e. g. "What's happening now?"

"Now Rick is giving the letters to Laszlo"

The Post-Viewing Stage Following the previous stages of the video lesson, the post-viewing stage should also deal with the two areas of language and content. The two objectives of this stage, therefore, are to give learners extended practice in the language of the video shown and to have students explore and think about the ideas or content of the video story. To discuss the content of the video without consolidating the language presented will result in ineffective learning and student frustration. On the other hand, to study a movie like 'Gandhi' and do only language practice as follow-up without touching upon the themes of imperialism, non-violent civil disobedience, religious

Role play	a) Controlled	Close your book, form groups of 5 and each choose one of the 5 roles from the courtroom scene. Then, act out the same scene from memory.
	b) Free	In groups of 5, choose a legal problem (e. g. a theft, car accident, Lockheed Scandal) and act out the courtroom scene based on today's video.
Summarizing		In pairs, summarize the courtroom scene we saw today. Make sure to use correct legal terms!

<u>POST-VIEWING CONTENT TASKS</u>		<u>EXAMPLES (from 'The Time Machine')</u>
Games		Divide the class into 4 teams. Each team asks 2 questions about the content of today's scene from the video 'The Time Machine', Teams get 1 point for each correct answer.
Discussion		In groups of 3, discuss the following questions : 1 Why did the hero decide to go to the future, not the past? Which would you choose? Why? 2 The hero stopped at 1917, 1940 and 1966. What did he see? What 3 years would you choose to visit if you could time-travel? Why?
Writing		1 Pretend you accompanied the hero on his time trip into the future. Write what happened to you both and how you felt. 2 Write about an imaginary trip you took in time. Where did you go? What happened? What problems did you have? How did you get back?
Projects		1 Design your own time machine and explain how it works. Make sure to include a labelled diagram. 2 Opinion poll – Interview 10 people and write a report about where they'd like to travel to in time and why.
Reading related texts		Now that we have seen today's time travel scene, read

the following article on time travel and do the task which accompanies it.
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CONCLUSION

We began our discussion of video language teaching with a look at the advantages and disadvantages of using video in the foreign language classroom. Among the advantages cited were video's strong motivating power, its richness as a verbal and visual medium and its ability to bring the world into the classroom. At the same time, video presents special problems for language teachers due to its association with passive TV watching, its tendency to be overused, underused or misused and the overwhelming richness of the medium itself which can lead to frustration, confusion or aimlessness.

To help teachers better exploit video for improved learning effectiveness and increased learner enjoyment, the two concepts of interactive learning and task-based learning were introduced. Interactive learning was defined as learning whereby students actively participate in motivating activities which engage their interests, energy, imagination and creativity. Task-based learning was defined as learning through active problem-solving. It was suggested that a learner-centred approach to video teaching which employs these concepts will lead to effective and satisfying video language learning.

The final part of the paper focussed on key criteria for task design and the organization of tasks into the three stages of pre-viewing, viewing and post-viewing. The criteria discussed were task focus, learner activity, task scope, response mode and response format. Each criteria was illustrated with examples from popular movies and videos in order to clarify the concept and to stimulate teachers to think about how to apply the tasks shown in their own video teaching. It is hoped that this paper will encourage foreign language teachers to consider using video in their teaching and that it will help them to design pedagogically-sound learning activities that will make teaching and learning in their classrooms more successful and enjoyable.

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