

III. INNOWACJE PEDAGOGICZNE

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VARIETY OF VIDEO APPLICATIONS IN FOREIGN LANGUAGE CLASSES

ABSTRACT. Poór Zoltan, *Variety of video applications in foreign language classes*, „Neodidagmata” XX, Poznań 1991, Adam Mickiewicz University Press, pp. 123 - 129. ISBN 0077-653 X. Received: June 1988.

The work contains examples of using video and tv camera in foreign language classes. A proposition of classification of the ways using TVZ in education is interesting. The characteristic feature is drawing attention by the author to the specific effects which can be achieved by means of particular didactic aids. The approach to TV as a didactic aid is characteristic for the conception of multimedial teaching.

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The pedagogic significance of video has already become more or less obvious. We know its effects on people and this magic feature of video is exploited by many teachers all over the world. There are some colleagues that have not noticed the presence of the new generation of audiovisual aids in the teaching process yet. Though there are some other teachers that pay too much attention to the computers and video equipment. In my opinion they should be considered as some of the possible aids of educational technology that could lead you to the achievement of different didactic and educational aims. You have only to know when and which hard- and software can be used to fulfill

a definite pedagogic job. When we have already decided on applying video, we have to think about the role it would play during the lesson. So we are supposed to decide on what other audiovisual aids and traditional methods should it work together with within the educational process. That means that video is only a part of a huge system of aids and the ways in which it can be applied are also very tiny items in a teacher's strategy.

Depending on the technical characteristic features of video a great variety of methods can be distinguished. Let me classify the ways of video applications and give some concrete examples of everyday life of a Hungarian primary school (fig. 1).

1. demonstrative



2. productive

- a. "broadcasting game"
- b. video-feedback
 - situative-simulative
 - phonetic



3. complex

- a. situative-simulative
- b. phonetic



4. audio-productive

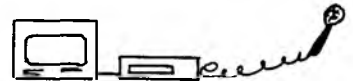


Fig. 1. Ways of video applications in foreign language classes

Ways of showing different video sequences are called demonstrative. While showing authentic television programmes, drama, instructional movie-, tv- or video courses you can apply a wide range of written and oral exercises, activities and games.

We often work in pairs or groups during the foreign language lessons. By playing a video sequence you can choose new pairs for the coming exercise and develop your pupils' listening comprehension at the same time. Children receive cards with words on them. They have to listen for these words while watching the video sequence. Two children have the same word. When they recognise the given word, they have to jump up and see who is jumping at the same time because he or she becomes his or her partner for the next exercise.



Joe



Bob



Sue



Joe



Bob



Sue



Joe



Bob



Sue

Fig. 2.

In order to develop children's listening comprehension I play the false audiorecording of the video situation shown before. Some words are changed and the children have to notice when I cheat.

Video provides examples not only for situations and culture, it demonstrates the motions of organs of speech, therefore it is very useful for phonetic demonstration. In the following examples you can see that there are a lot of non-video specific exercises built on a short video sequence. It is proved that video is only a little item of a whole educational process, though our didactic aim would have never been achieved without it.

There is a dumb demonstration of the English consonant and it is only an introduction to reproductive language lab exercises with a tongue twister among them.

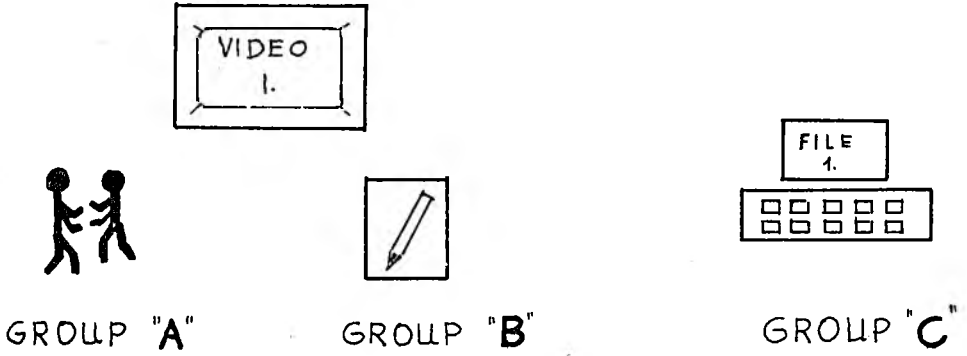
Video is a part of an audiovisual system not only in a methodological sense, but in a technical one, too. Here you see how it works in the language lab (fig. 2). A story is cut into three episodes and class is divided into 3 groups of 3 students. One of them watches the video episode (he can see and hear it), while the other one can only hear it, because he turns his back to the screen and has a headphone on. The third child can only see it, because there is no headphone on him. After every episode the children change their job and they receive new questions and viewing guides. At the end the members of the groups have to discuss what they have heard and seen, stick the mosaics of the story together, and act it.

It is an interesting question how to plan and conduct a lesson when micro-computers and video work at the same time. There are three groups with three pairs in each. One of the groups has computer exercises with irregular verbs. The other two are watching the same video situations with Present Perfect Tense. The members of one of these groups have various written exercises in lexis, grammar and translation. The pairs of the third group are tending to act the situation shown. Each of the pairs imitates different situations as there are three in each episode. They all have different cue-cards depending on their ability. For example there is a pair that has the whole dialogue word by word. The other one has some words or expressions missing while the third pair has only keywords of the situation. There is a rotation of groups in this lesson, too. But there is always a different video episode played and the computer asks in a different way (fig. 3).

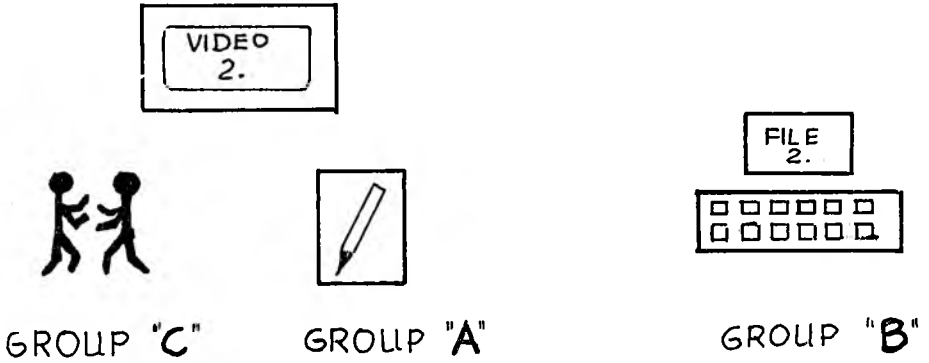
Productive are the methods when you use a camera. In these cases the activity of learners being recorded, their active participation in the project, the evaluation of recorded speech-acts are the most important. According to my experience I distinguish two different types of video production (fig. 1).

"Broadcasting game" is applied mostly in summary lessons. After the revision of conversational topic "clothing" children are asked to make a commercial for the new models of a shop. During the revision and summary

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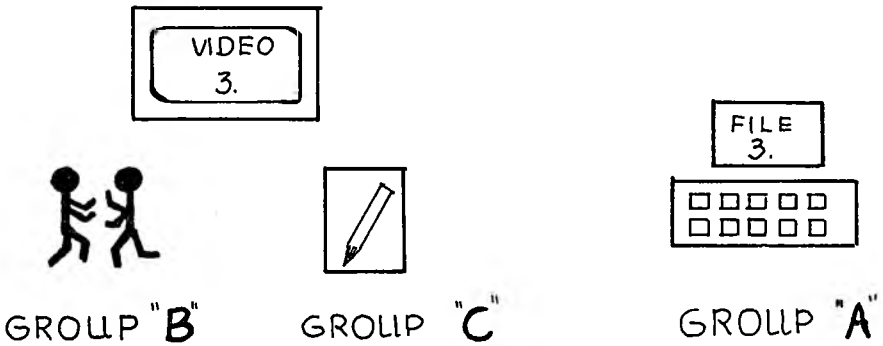


Fig. 3

lessons I pay attention to preparing children to fulfil this task – though they have no idea about my plans. That is why it seems to be easy to write a script and organize the filming. It is called "broadcasting game" because children act like cameramen, reporters and producers.

Camera helps us to analyse children's speech activities in detail. This approach is called video-feedback (fig. 1). When this method is used for evaluating a simulative exercise the whole process including preparation and analysis is considered to be *situative-simulative video-feedback*. When the presence of a camera helps us to develop our pronunciation we can call it *phonetic video-feedback*. The evaluation (self-evaluation) takes place in three phases by five criteria. Children analyse their own confidence, lexis and grammatical structures applied, pronunciation-intonation and fulfillment of roles. They do it right away by their personal impressions without the video. The second phase takes place by the first viewing of the video recording of their activity. Their self-assessment, the peers' and the teacher's evaluation takes place only in the third phase after the second viewing of video. The most important and difficult task of the teacher is to create such an atmosphere that the evaluation should not seem to be criticism. The process of *situative-simulative video-feedback* should develop a kind of communicative behaviour of children, their bravery and readiness to communicate in a foreign language.

Evaluation and analysis of situative-simulative exercises

1st phase	participants' self-evaluation by their first impression right away after the simulation without video
2nd phase	participants' self-evaluation after the first viewing of video
3rd phase	participants' self-evaluation evaluation of peers and of the teacher after the second viewing of video

The criteria of evaluations:

- confidence of the students during the performance
- lexis applied
- accuracy of grammatical structures applied
- pronunciation and intonation
- fulfilment of roles

In cases when children act the situations seen in different video courses and their own performance is recorded for evaluation and can be compared to the original, or when you practise your pronunciation by a video example in front of the camera your method can be called complex, because both demonstration and production take place in the same instructional process (fig. 1).

The exercise that also needs a lot of preparation during several lessons can be called audio-productive. After the topic "sights of London" the children can be asked to make a commentary to a short film about Budapest edited by me. Lexis learnt for London and transport is mostly applied here. The teams watch the dumb film about three times, then they have some ten minutes to prepare and take the microphone in their hands.

I am really sure that there are a lot more good ideas and experiences. So let us go in hard for working out new videobased language teaching methods.

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