Developing beginner language skills through video

AMEP CONFERENCE 2003
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Processing animation & speech according to a dual-coding model.

- **Verbal Stimuli**
  - Verbal System
    - Propositions
  - Sensory systems
    - Representational Connections
    - Verbal System
    - Visual System
      - Referential Connections
      - Images
  - Responses

- **Visual Stimuli**
  - Sensory systems
  - Referential Connections
  - Proposals
A generative model of multimedia learning

Text
- selecting words
- organising words

Text base

Verbally-based model

Illustrations
- selecting images
- organising images

Image base

Visually-based model

INTEGRATING
Video making language more accessible to beginners

- real communicative events
  - easier to integrate and contextualise learning activities
  - motivating for learners
- awareness raising
  - non-verbal aspects of communication (also help increase listening comprehension)
  - cross-cultural differences
- generate more learner interaction through learning activities
- native speaker models
Learning language through video

Active viewing
- have a purpose in viewing
- focus on certain aspects
- predict and discuss in L1 if possible
- generate answers in English
- follow-up with practice opportunities of authentic language use eg excursions, visits
Selecting videos for beginners

- **Length**
  max of around 1 minute per segment

- **Contexts**
  authentic everyday language use

- **actions/visual cues**
  not talking heads

- **option of subtitles**
  for pronunciation practice and reading skill development

- **number of characters**
  not so many as to be confusing
Some common contexts for beginners

- buses
- trains
- ticket office
- station
- street
- home
- shops
- school
- post office
Some techniques

- Silent viewing
- Sound only
- Jigsaw viewing/listening
- Freeze frame
References

Slide 2 diagram adapted from


Slide 3 diagram adapted from