

JAMIE KEDDIE, 2015

VIDEOTELLING.COM

Taking video apart



BRITISH COUNCIL

ELTDP Symposium, Kuching 2015

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The teacher as a storyteller



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Jamie's resources

Videotelling:

www.videotelling.com

As a teacher, I tell stories that are derived from the narratives of short videos. I call this 'Videotelling'.

I have set up the Videotelling website and YouTube channel to share and explore possibilities with other teachers.

I am also writing an ebook which will contain 15 stories for you to tell in your own classroom as well as advice on how to develop your own storytelling techniques. It will be available in 2015.

Please subscribe to the website for news and updates, and a discount on the ebook when it is available.

Videotelling YouTube channel:

<https://www.youtube.com/channel/videotelling>



Subscribe to my site!



Books:

- * *Images* (Oxford University Press, 2009) [[Link](#)]
- * *Bringing online video into the classroom* (Oxford University Press, 2014) [[Link](#)]
- * *Videotelling* (Coming in 2015) [[Link](#)]

Jamie's resource site:

www.lessonstream.org



Taking video apart

1. Audio only: non-verbal sounds



Let students hear a video but don't let them see it. Ask them to guess what is happening. The video we used for this activity is the sneezing baby panda:

<https://www.youtube.com/watch?v=FzRH3iTQPrk>

Note that for speaking tasks like this, we can also make use of the video cameras in our mobile phones to obtain samples of spoken English. Thank you to Anna, Jane, Jacelyn and Budi.

<https://www.youtube.com/watch?v=BQcS43E-9VY>

By transcribing the spoken words in a video, we can set up activities that involve language study. Importantly, we can make adaptations to the text to shorten it, simplify it, tidy it up, remove cultural references, remove low frequency words and phrases, etc.

Compare the following two versions of Anna's text:

Original version

It sounds like somebody is walking through the jungle ... sounds like their footsteps on leaves. And then they surprise – maybe a monkey, some kind of monkey – and it gets a little defensive, a little protective and it makes that loud noise that I can't imitate.

Adapted version

It sounds like somebody is walking through the jungle. It sounds like the person is walking on leaves. And then they surprise a monkey and the monkey makes that noise.

We now have some valuable material for language teaching. Of course, you will now have to decide what you are going to do with it!

2. Audio only: spoken words

You are going to hear two voices. Listen and think about the following questions:

- * Where are they?
- * What is their relationship?
- * What words and phrases do you hear that influence your answer?
- * Is there anything unusual about this dialogue?

Monkey dentist video here: <https://www.youtube.com/watch?v=EQ1HKCYJM5U>

3. Silent viewing: spoken words



1. Say: *You are going to an excerpt from a short film titled 'Conversation Piece'. The film involves a man, a woman and a vase. What do you think happens in the film?*

2. Invite students to ask you questions.

3. Play the excerpt from the short film with the sound down (1:25 to 2:35). Pause the video and ask questions.

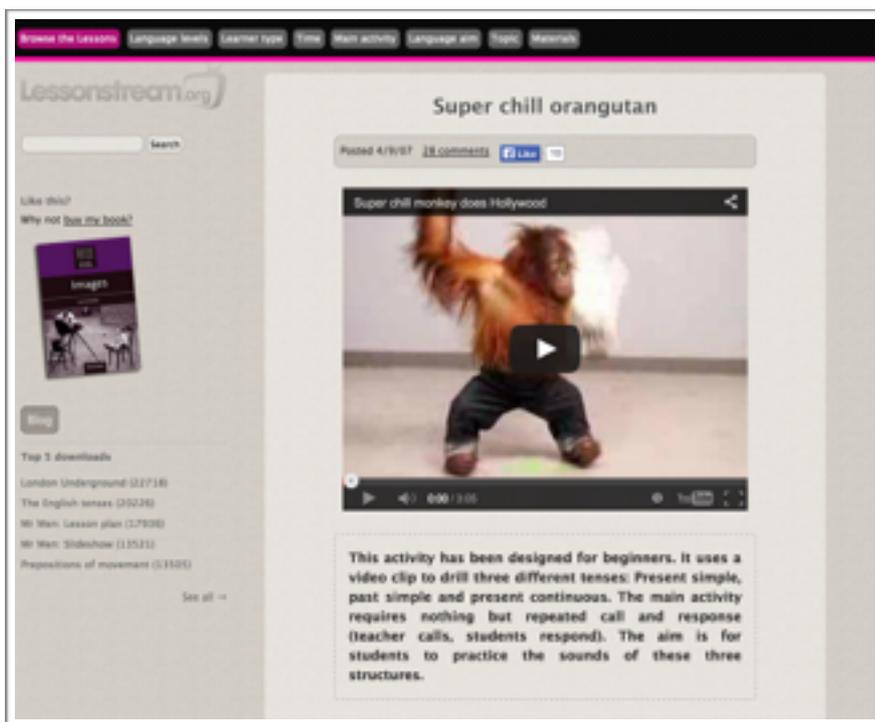
<https://vimeo.com/18453886>

Time	Question
Before playing	What do you think happens in the video?
1.31	Where is he? What is he doing?
1.35	Where is she? What is she doing? What is their relationship?
1.47	What is that object? What is the problem with the vase?
1.52	What does she say?
2.03	What does he reply? How does the conversation continue?

4. Ask students to write dialogues for the man and the woman. They can do this in pairs.
5. Correct students work and give it back.
6. Ask students to perform their dialogues. They could do this while you play the video. In this way, students become dubbers. Remember that dubbing has to be done badly – do not insist that students synchronise their lines with the actors' mouth movements.

Please note that another way to do this would be for students to make short films of their performances. Ask them to use their mobile phones to capture their performances. They can do this outside the classroom. If you do this, I would love to see the results. My email is: hello@jamiekeddie.com

4. Using visual narratives



The screenshot shows a lesson plan page on Lessonstream.org. The title is "Super chill orangutan". It includes a video player with the title "Super chill monkey does Hollywood" showing an orangutan in a suit dancing. Below the video, there is a text box that reads: "This activity has been designed for beginners. It uses a video clip to drill three different tenses: Present simple, past simple and present continuous. The main activity requires nothing but repeated call and response (teacher calls, students respond). The aim is for students to practice the sounds of these three structures."

The orangutan lesson plan is on my website. Here is the link: <http://lessonstream.org/2007/09/04/super-chill-orangutan/>

5. Transcripts

1. Ask students questions about dentists (How often do you go?; Who is scared of dentists? Would you like to be a dentist? When did you last go? Etc.)
2. Tell students that you are going to give them a dialogue of an exchange between a dentist and his patient. Ask them to predict as many things as possible that they say to each other (professional, small talk, etc.)
3. Give out the text (see below)
4. Ask students if there is anything unusual about the text.
5. Show video: <https://www.youtube.com/watch?v=EQ1HKCYJM5U>
6. Use the text to move onto language study (e.g. present continuous for future plans, question forms)



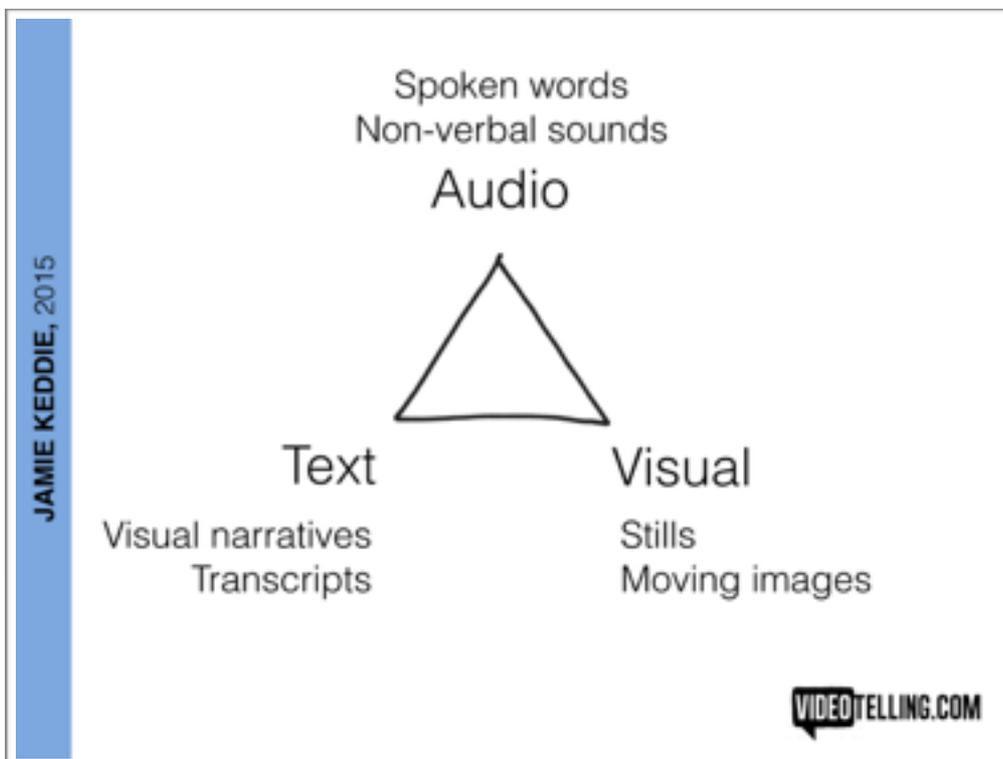
- A:** If you'd just like to open wide, sir ...
- B:** OK
- A:** Are you going anywhere nice on your holidays?
- B:** [Tries to speak but can't]
- A:** No, please don't try to talk when my hands are in your mouth sir. Erm, my wife and I are thinking of going abroad this year - the UK. She's got family in the zoo over there. Have you got kids?
- B:** [Tries to speak but can't]
- A:** Please don't try to talk when my hands are in your mouth sir. You need a filling here at the back. Do you eat a lot of bananas?
- B:** [Tries to speak but can't]
- A:** I won't ask you again sir. Please don't try to talk when my hands are in your mouth!

Note that this is another adapted transcript. The original is as follows:

- A:** If you'd just like to open wide, sir ...
- B:** OK
- A:** You going anywhere nice on your holidays?
- B:** [*Tries to talk but can't*]
- A:** Yeah, yeah, don't try and talk when my hands are in your mouth, sir. Erm, my wife and I are thinking of going abroad this year - Dudley. She's got family in the zoo over there. You got kids?
- B:** [*Tries to talk but can't*]
- A:** Please, please don't talk when my hands are in your mouth, sir. You could do with a filling here actually, at the back. Is it mainly bananas you eat?
- B:** [*Tries to talk but can't*]
- A:** Yeah, yeah, I won't tell you again sir. Please don't try and speak when I'm working inside your mouth. Right, I'll just have a cheeky little taste. That's not bad actually. We're almost done - I just need to smell your breath. Oh! That is rank! I think I need a lie down ...

For older students, you can ask them to compare the two versions (the original and the adapted). This can be a good way for students to notice and understand features of spoken language (ellipsis, for example).

Putting it back together



The teacher as a storyteller

Story 1: The woman with the big heart



This is a story from my ebook Videotelling (out later in 2015). Here is a demonstration video of me telling the story to a group of students in Barcelona:

<http://videotelling.com/2014/10/the-woman-with-the-big-heart-2/>

Story 2: Left on the shelf



This story is also taken from my book.

It's almost as if they were made for each other
Love at first sight
He was going one way
She was going the other
He smiled at her
She smiled back
And that was it
No chance to stop
Neither of them thought
That they would ever meet again
But perhaps this love was meant to be
Because against all odds
Their paths crossed
Not once, not twice, but three more times

They fell in love
He popped the question
She said yes
They tied the knot
And their love went from strength to strength

But then one day, everything changed
A careless little action
A situation beyond their control
And against their will, they were forced apart
Made to go their separate ways

She went on to new things
A new life
A new reason
A new purpose

But not so far away from here
In a forgotten little corner
He lives alone with nothing but memories
Loveless
Homeless
Purposeless
A terrible feeling of emptiness
Sometimes he thinks that life might have been better
If only he had been
Left on the shelf

Video here: <https://www.youtube.com/watch?v=MRt4lEXkDJs>

Story 3: The iron chefs

1. Pre-teach the word 'iron' with the use of an image search site.
2. Tell students that they are going to see a video. In the video, four students prepare a traditional English breakfast. Elicit the ingredients of a traditional English breakfast.
3. Tell students that the students call themselves the iron chefs. Ask them to guess why.
4. Tell students about the video. Elicit as much as possible and ask questions along the way.

Four young chefs are preparing a traditional British breakfast. It's bacon and eggs. First of all, they fry the bacon. They need some oil for this so that the bacon doesn't stick. Then it's time for the fried eggs. This is a delicate process. The first egg is broken but oh no! It falls off the surface and lands on the ground. What a mess! Fortunately, the second attempt is more successful. Finally, some fried bread and then it's time to eat. The chefs agree that the breakfast has been a success. Now it's time to tidy up a bit.

Possible questions to ask:

- * Ask students about their own breakfast habits.
- * How do you think they cook the bacon?
- * What do they need for this and why?
- * How many different ways of preparing eggs can you think of?
- * How do you like yours?
- * Are you good at frying eggs?
- * Can you guess what the last ingredient is?
- * What is the last thing that the chefs have to do?

5. Show the video

<https://www.youtube.com/watch?v=MrppkAIVhH4>

6. Ask students to make a video at home in which they introduce their breakfast. Here is an example:

https://www.youtube.com/watch?v=_SBROfSc9Ak

Story 4: Mike and Ming (picture-telling)

This activity is from my book Images (Oxford University Press, 2009). You can see the activity without buying the book. Go to Amazon and use the 'search inside' function:

<http://www.amazon.com/Images-Resource-Books-Teachers-Keddie/dp/0194425797>

This is a black and white photograph that was taken **in 1939, at London zoo**. In the picture, there is **a young Chinese photographer** called Ming. He is taking **a photograph** of his friend Mike, a little English boy. Mike is on **the right hand side** of the photograph. He is sitting **on a chair** and he is wearing black shorts and a T-shirt with **long sleeves and a collar**. Ming is on the left. His camera is **on a tripod** but since Ming is not very tall, he is standing on a chair **to reach it**.

Image here:

http://i.telegraph.co.uk/multimedia/archive/01800/panda-7_1939_1800475i.jpg

Thank you very much for a great time in Kuching
 Good luck and I hope to meet you again
 Jamie :)

hello@jamiekeddie.com

* jamiekeddie.com

* videotelling.com

* lessonstream.org
