MORE MOVIES, PLEASE!

Using Movies in ELT

Procedure

Halis Bereket | BEREKET ELT Archive

Brief participant notes following the 22 seminar slides.

Slide 1 MORE MOVIES, PLEASE!

- Using Movies in ELT
- Halis Bereket
- BEREKET ELT Archive

Slide 2 Video in the language classroom

- Language has a visible context
- Learners hear voices and see actions
- One scene can support several lesson goals

Slide 3 What video can contribute

- Meaning through visual clues
- Listening with a clear purpose
- Vocabulary in a situation
- Attention to tone and gesture

Slide 4 A clear learning objective

- What should learners understand?
- What language should they notice?
- What evidence will show learning?

Slide 5 Choosing a suitable movie

- Interest and a clear storyline
- Understandable language with support
- Appropriate content and positive values
- A useful connection to the lesson

Slide 6 Short scenes and longer films

- A short clip keeps the task manageable
- Longer films need planned stopping points
- Each segment needs its own purpose

Slide 7 Planning a video lesson

- Objective and preparation
- Lead-in and focus questions
- Viewing in planned segments
- Follow-up and evaluation

Slide 8 Before viewing

- Introduce the situation
- Prepare essential vocabulary
- Give the first viewing task
- Allow a brief prediction

Slide 9 The first viewing

- One question about the main idea
- A short answer or a choice
- Time to check understanding

Slide 10 A second viewing

- Listen for selected information
- Match words with meanings
- Sequence events or check statements
- Replay to confirm an answer

Slide 11 Sound only and silent viewing

- Sound only: infer the situation
- Silent viewing: observe actions
- Full viewing: check the evidence

Slide 12 Freeze frame and prediction

- A still frame allows close observation
- A pause creates a prediction task
- The next segment checks the prediction

Slide 13 Watchers and listeners

- Different access to the same scene
- Compare what each group noticed
- Check together with full viewing

Slide 14 Fast overview and partial viewing

- A quick overview suggests the sequence
- A partial image invites careful observation
- Normal playback confirms meaning

Slide 15 Other techniques in the collection

- Role-play and thinking about feelings
- Retelling a short scene
- Identifying a character from clues
- Observing behaviour in context

Slide 16 After viewing

- A sequence of pictures or sentences
- A short written summary
- A corrected inaccurate summary
- A dialogue or language task

Slide 17 Homework and extension

- Review useful expressions
- Write about a character’s actions
- Create a short scene summary
- Connect the theme to another text

Slide 18 A demonstration lesson

- A helpful action in a short scene
- First task: identify the problem
- Second task: notice useful expressions
- Final task: match meaning to language

Slide 19 Participant planning task

- Choose a clip and one objective
- Write a first viewing question
- Select a technique for replay
- Prepare a final learning check

Slide 20 Preparation and access

- Preview the chosen segment
- Test playback and sound
- Plan subtitles and replay
- Keep a still image or script as backup

Slide 21 Evaluation of the lesson

- Did learners meet the objective?
- Which task helped understanding?
- What needs a different clip or support?

Slide 22 Movies with a teaching purpose

- A suitable scene
- A manageable task
- Evidence of learning
- bereketeltarchive.com