# MORE MOVIES, PLEASE!

## Using Movies in ELT | Speaker's Notes

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Ready-to-read narration following the 22 seminar slides.

### Slide 1: MORE MOVIES, PLEASE!

Welcome, everyone. I am Halis Bereket, and today I would like to share some practical ways of using movies and video in English language teaching. Please think of a video lesson you have used or experienced. What made it useful? During this seminar, we will look at how to choose a suitable scene, prepare a manageable task and check what learners have understood.

### Slide 2: Video in the language classroom

Video gives language a visible context. Our learners can hear what people say while seeing their actions and reactions. A gesture, an object or the setting may help them understand a phrase. Here I use video broadly: a movie scene, an animation, an interview or a documentary may support different lessons. What can the picture tell us that an audio recording alone cannot?

### Slide 3: What video can contribute

Imagine someone asking for help while pointing at a broken bicycle. Learners can connect the words with the visible problem. They can also notice the speaker's tone and gestures. These clues can support listening and vocabulary learning. However, the benefit depends on our choices. If the language is too difficult or the worksheet asks too much at once, learners may lose the meaning of the scene.

### Slide 4: A clear learning objective

Before I select an activity, I want a clear learning objective. For example, by the end of the lesson, learners will identify the problem in a scene and match four expressions of help to their meanings. This tells me what to show, what to ask and what to check. Our response task might involve listening, vocabulary, writing or speaking. The objective gives the lesson its direction.

### Slide 5: Choosing a suitable movie

When I choose a movie, I consider the learners as well as the story. Is the situation interesting? Can this group follow the important events with reasonable support? I also check the pace, sound quality, background knowledge and suitability of the content. I prefer scenes that encourage respect, responsibility and cooperation. I preview the entire selected segment before deciding how to use it.

### Slide 6: Short scenes and longer films

A short scene is often a useful starting point because it keeps the task manageable. One or two minutes may be enough, although the right length depends on the purpose and the group. With a longer film, I plan meaningful sections and stopping points. Each section needs a purpose. I also give a brief reminder of the setting if learners have not seen the earlier parts.

### Slide 7: Planning a video lesson

Let us bring these decisions into a lesson plan. First, I specify the objective and prepare the materials. Then I plan a lead-in and a focus question. Next comes viewing, with any stopping points decided in advance. After viewing, I choose a follow-up and a learning check. The planning page in your handout provides space for these decisions, so each stage supports the same purpose.

### Slide 8: Before viewing

Before viewing, I give enough context for learners to begin the task. I do not need to explain the whole story. I prepare only the vocabulary that would otherwise prevent understanding. A picture or a short prediction can introduce the situation. Most importantly, learners know what they are watching for. Let us read the first question together before we start the clip.

### Slide 9: The first viewing

For the first viewing, I usually ask one question about the main situation. Who needs help? What is the problem? Learners may choose an answer or write a few words. I give them time to compare their ideas afterwards. Then I ask what they saw or heard that supports their answer. If the main situation is still unclear, a short replay can help.

### Slide 10: A second viewing

During a second viewing, we can focus on selected information. Learners might match expressions, sequence events or decide whether statements are true or false. If a statement is false, they can correct it. I keep the questions in scene order and limit their number. Before the lesson, I check the answers against the actual clip and note the sections I may need to replay.

### Slide 11: Sound only and silent viewing

We can sometimes separate sound and picture. With sound only, learners listen for clues about the place, action or feeling. With silent viewing, they observe actions and suggest what people might be saying. We then restore both sound and picture to check. A possible interpretation is different from something the scene confirms. I choose whichever technique serves the lesson; I do not need both every time.

### Slide 12: Freeze frame and prediction

A freeze frame gives learners time to observe. We can pause at a useful moment and ask what they can actually see. Then we can ask what might happen next. Several predictions may be reasonable, and the next part of the scene helps us check them. I distinguish visible evidence from interpretation. When we discuss a character, we use actions and dialogue to support our ideas.

### Slide 13: Watchers and listeners

In this activity, watchers and listeners receive different information from the same scene. One group watches a silent version, while another listens to the audio separately. Each group records a few observations. They compare their notes, then everyone watches with sound. What did the picture add? What did the voices reveal? Their comparison can be spoken or written, depending on our objective.

### Slide 14: Fast overview and partial viewing

A quick overview can help learners recognise a sequence of events. If the equipment allows it, we may briefly use faster silent playback and then return to normal speed. Partial viewing offers another possibility: show a cropped still image, collect observations and reveal the full picture. I use these techniques only when they help understanding. The final check uses the complete image or normal playback.

### Slide 15: Other techniques in the collection

Our collection includes role-play, thinking about feelings, prediction, retelling, identifying a character from clues and studying behaviour. For role-play, I can offer a short language model. When we discuss feelings, I ask which action or words support the interpretation. Retelling may be spoken or written. We examine behaviour in its particular context and avoid using one character to make general claims about a whole culture.

### Slide 16: After viewing

After viewing, learners can put pictures or sentences in order, write a short summary or correct an inaccurate account of the scene. They can also match expressions, identify who said something or create a short dialogue. I select a follow-up that supports the objective. The amount of writing should suit the group. A clear, accurate short response can show more learning than an unnecessarily long task.

### Slide 17: Homework and extension

For homework, learners might review useful expressions, summarise the scene or explain a character's action with evidence. They could also connect its theme to another text. I make the expected length clear and keep the task attainable. If learners cannot access the video at home, they should be able to work from their classroom notes. Additional facts, such as biographical details, need a clearly identified source.

### Slide 18: A demonstration lesson

For our demonstration, we have an original scene called A Small Act of Help in the Teacher's Notes. Maya is carrying books, and one falls. Our first question is: What problem needs solving? On the second viewing, we notice four expressions of help and thanks and match them to their meanings. We can pause at the fallen book for prediction. The final check introduces a new situation. Two adults can record the scene beforehand; a live performance can also model the lesson sequence.

### Slide 19: Participant planning task

Now I would like you to plan a short lesson using a clip you know. Please use the planning page in your handout. Choose the level and one objective, then write a first viewing question, a replay task and a final check. You have about six minutes. Afterwards, compare plans with a partner. Does the final task really show the learning you intended? What small change would make your plan clearer?

### Slide 20: Preparation and access

Before the lesson, I test the actual file, sound and playback on the equipment I will use. I decide when subtitles will help: perhaps after an initial viewing, when we want to examine an expression more closely. I also prepare readable tasks and any extra support learners need. A still image or short script can provide a backup, although it changes which listening or viewing skills we can check.

### Slide 21: Evaluation of the lesson

After the lesson, I return to the objective. Could learners identify the main problem and connect the expressions with their meanings? I note where they needed replay, vocabulary support or a shorter section. I may ask one brief question about which task helped them understand. Enjoyment is valuable, but I also want evidence of learning. These observations help me improve the next lesson.

### Slide 22: Movies with a teaching purpose

To finish, I would like to return to three simple ideas: a suitable scene, a manageable task and evidence of learning. Movies and video offer many possibilities when we plan how learners will use them. Please take the participant notes and planning handout as starting points for your own classes. You can find this seminar and the accompanying materials at bereketeltarchive.com. Thank you for joining me.