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# The multisensory approach: watch, listen and learn

More ideas and examples for using video and audio in the English classroom.

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15 Maggio 2014

Formazione e aggiornamento docenti Scuola Prima



# In today's workshop, we will look at...

- the benefits of videos
- what videos are available
- criteria for choosing
- the purpose of a video lesson
- the best methodology
- practical ideas and lesson plans



# Advantages and benefit of using video

- **Children familiar with technology**
- **Motivating change from pens and paper**
- **Build confidence**
- **Accessible and memorable**
- **Appeal to different learning styles**
- **Cater for different backgrounds, abilities and disabilities**



# Biggest Advantage

**COMBINES SPOKEN LANGUAGE AND VISUAL IMAGES**

**SEEING PEOPLE SPEAKING:  
REFLECTS LISTENING IN THE REAL WORLD**



# Paralinguistic Clues

**PRACTICAL ACTIONS AND GESTURES**

**EXPRESSIONS**

**POSTURE**



**VIDEO RECREATES**  
**ALL**  
**THESE FACTORS OF COMMUNICATION**  
**HELPS UNDERSTANDING**  
**DEVELOPS LIFE-LONG LISTENING SKILLS**





# Disadvantage

## PASSIVITY

Children watch TV at home

## ANSWER

Avoid learners 'switching off' in class when video is switched on

Provide stimulating activities so that children interact



# Disadvantage

## PARENTS' ATTITUDE

'Children can watch a video at home. The classroom is for other things'

## ANSWER

Devise 'concrete' activities

Worksheets and pictures connected to video



# WHICH VIDEO?

**Specially designed for EFL and accompany/support course book**

- **TOP SECRET**
- **OUR DISCOVERY ISLAND**

**Authentic animated stories**

- **SPOT THE DOG**
- **THE VERY HUNGRY CATERPILLAR**
- **MAISY MOUSE (PINA)**
- **PEPPA PIG**
- **BOBTHE BUILDER**



# Check List For Choosing

- Sound and picture quality good?
- High visual content?
- Pictures illustrate what is being said?
- Content relevant and interesting for children?
- Accompanying printed materials or activities?
- Easily linked to curriculum?
- Short sequences of 1 to 5 minutes?



# The purpose and role of video

- **PRACTICE THE LISTENING SKILL**
- **STIMULUS FOR READING SKILL**
- **DEVELOP SPEAKING ACTIVITIES**
- **INTRODUCE VOCABULARY AND STRUCTURES**
- **GENERATE CROSS-CULTURAL WORK**



# A Sound Methodology for Using Video and DVD

**Get the most out of a video!**

**Integrate it fully into the lesson!**

**Transform passive viewers into active viewers!**



# 3 stages for using video

## Pre-viewing Stage

- Motivate and focus attention
- Activate prior knowledge and make predictions

## While -viewing Stage

- Children watch sequence for global meaning
- Use sections to exploit language and content

## Post -viewing Stage

- Consolidate, extend and personalise language



# Pre-watching activity

## Introducing vocabulary with flashcards

### PETS

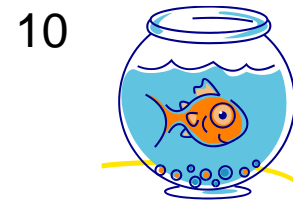
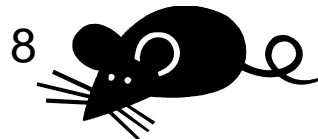
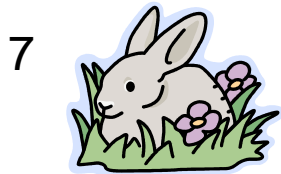
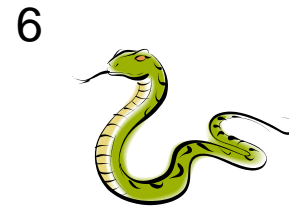
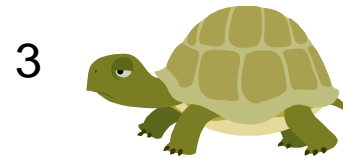




# While-watching activity

## WORK SHEET 1

Watch and circle the animals you see



# While-watching activity

## FREEZE FRAME

- Pause DVD and use frame as a flashcard or picture as a focus for speaking

## Activity

Freeze frame on the rabbit/frog/cat/dog/tortoise

Ask...

What animal is it?

What colour is it?

Is it big or small?



# While-watching activity

## Older Learners

- Freeze frame and describe the animals using 'have got'.....

It's got a tail .

It's got four legs.

It's got whiskers.

It's got two ears.

It's got two big yellow eyes.



- Freeze frame before some interesting action. Students tell you what happens next.

# Post-watching activities

## Younger learners

### Guess the Animal Noise

- Record animal noises and get the children to tell you which animals they can hear.
- You and children invent animal noises.

### What's in the box?



# Post watching tasks – older learners

## Class survey on pets

Have you got a cat?	Name: Andrea ✓	Name: Elena ✓	Name: Sara ✗	Name: Karim ✗
---------------------	-------------------	------------------	-----------------	------------------

Have you got a rabbit?	Name: Fabio	Name: Davide	Name: Chiara	Name: Bianca
------------------------	----------------	-----------------	-----------------	-----------------

Have you got a hamster?	Name: Marco	Name: Erica	Name: Simone	Name: Francesca
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# DVDs with..... subtitles,captions and speech bubbles

Promotes the reading skill:

- increases reading speed and reading comprehension
- improves word knowledge and vocabulary acquisition



# DVDs with..... subtitles,captions and speech bubbles

**Helpful for students with reading  
difficulties and dyslexia:**

- text in manageable chunks
- focused on a little at a time



# Pre-watching activity

## I spy

Teacher : 'I spy with my little eye something with the colour *red*'.

Student 1: It's the book!

Teacher: 'No, not the book.'

Student 2: 'It's my T-shirt!'

Teacher: Yes, your T-shirt.

Student 2: 'I spy with my little eye something with the colour *green*'.





# While-watching activity

Worksheet 2

Watch, listen, read and tick ✓

What colour is waldo?

RED

PINK

PURPLE

YELLOW

BROWN

BLACK

BLUE

GREEN

ORANGE



# While watching activity

## Worksheet 3

Put the speech bubbles in the order you see and hear them

3

Who's this?

1

How old are  
you?

4

What  
colour is  
he?

2

What's this?

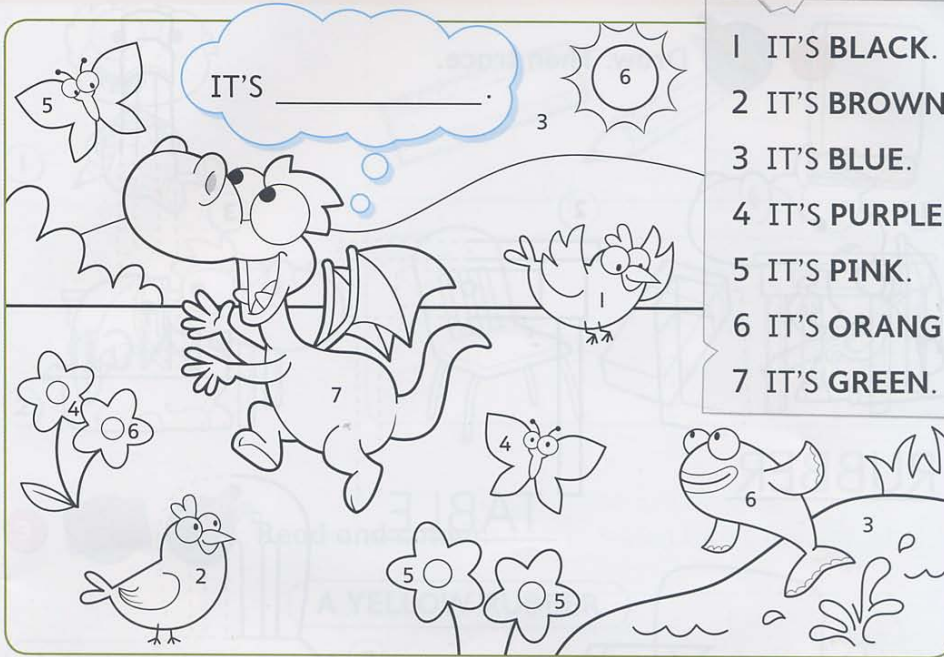


10



Read and colour.  
Then write.

**I CAN DO IT!**



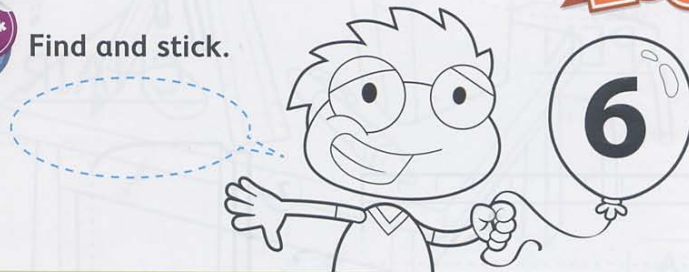
- 1 IT'S BLACK.
- 2 IT'S BROWN.
- 3 IT'S BLUE.
- 4 IT'S PURPLE.
- 5 IT'S PINK.
- 6 IT'S ORANGE.
- 7 IT'S GREEN.

11



Find and stick.

**LOOK!**



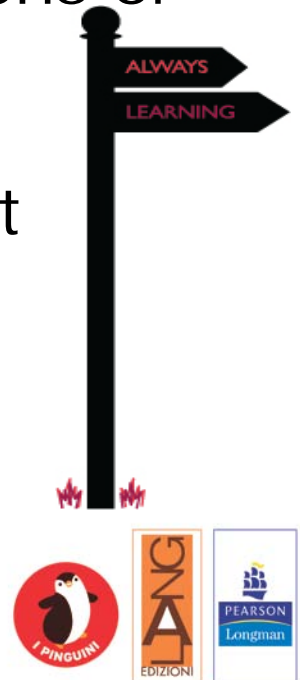
# LIM Books- cartoon strips with speech bubbles

- Show a story frame by frame
- Listen to dialogue phrases one by one
- Read dialogue phrases one by one
- Excellent for children with reading difficulties



# LIM Books- cartoon strips with speech bubbles

- Children interpret part of character
- Practices pronunciation, intonation and rhythm
- Children get to see/hear grammar, functions or vocabulary in a complete context
- More memorable, meaningful and relevant



# Culture through DVDs

- Show aspects of everyday life: food, sports, school etc
- Life in other countries immediately more accessible
- Credibility gap is closed

# HOMES AND HOUSE



terraced house



flat



semi- detached



cottage



stairs



fireplace



balcony



# Pre-watching activity - Prediction

What do you think?

- Do a lot of English people live in flats or in houses?
- Do a lot of English people have gardens?
- Do a lot of English houses have stairs?
- Do a lot of English houses have balconies?
- Do English people like drinking tea when they are at home?





# Post-watching activity

## Write about your home.

Hello, I'm (1)\_\_\_\_\_. I'm from (2) \_\_\_\_\_. I've got a  
(3)\_\_\_\_\_. It's (4)\_\_\_\_\_. There is a  
(5)\_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_.  
There (6)(is/isn't) \_\_\_\_\_ a garden. There (7)  
(is/isn't) \_\_\_\_\_ a balcony.

(3) flat, house, terraced house, cottage?.

(4) big, medium sized, small?

(5) bathroom, kitchen, living room, bedroom(s)?



# PRACTICE, HAVE FUN AND EXPERIMENT!



# Informazioni utili

- Gli **attestati di partecipazione** vi saranno inviati via e-mail
- Riceverete inoltre un'e-mail contenente le istruzioni per scaricare, dal sito Pearson, i **materiali** presentati oggi



# Spazio Scuola Primaria

## il portale per i docenti della Scuola primaria

The screenshot shows the Pearson website's 'Spazio Scuola Primaria' section. At the top, there's a green header with 'PEARSON' and 'IMPARARE SEMPRE'. Below it, a navigation menu includes 'Home', 'Aree Disciplinari', and 'Spazio Scuola Primaria'. A search bar contains the text 'cerca'. The main content area features the title 'Spazio Scuola Primaria' in large green letters, accompanied by icons for a penguin, a book, and a pencil. Below the title, a central message reads: 'Per crescere insieme abbiamo costruito un progetto' in orange, followed by 'Con I Pinguini e Lang-Longman al fianco degli insegnanti e dei loro alunni'. An orange button labeled 'VIENI A CONOSCERCI' is positioned below the text. To the right of the text is an illustration of a silhouette of a person holding a string attached to a yellow kite. On the left side, there is a 'Digital Literacy' logo with the text 'Le competenze digitali per insegnare nel XXI secolo'. At the bottom, a row of five icons represents different resources: 'DSA' (a person's head with a thought bubble containing '3+2=A+3'), 'IMPARARE FACENDO' (a child's face with colorful hands), 'RISORSE DIDATTICHE' (a green storage bin with papers), 'CATALOGO' (a book icon), and 'INVALSI' (a pencil and a checklist).

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<http://www.pearson.it/scuola-primaria>



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**Tablet e e-board entrano in classe «Per studiare, niente videogiochi»**  
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*Non si è mai*

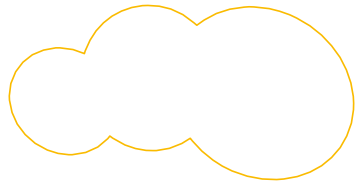
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**Grazie per l'attenzione**

