

Travel Guides: Making Videos in the English Class

Guias de Viagem: Criando Vídeos na Sala de Aula de Inglês

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Introduction

It is known that the use of technology in English Language Teaching is of great value to enhance language learning. According to Gömleksiz (2004), technology gives students the chance of learning faster, more motivated and independently, and can make the educational system more effective.

A common practice of technology in the English class is the use of videos, which can be a great tool for language learning. With this project, students will not only *watch* videos, but also *produce* their own videos based on touristic information of any country, state or city they choose. According to Harmer (2004, p. 282):

When students use video cameras themselves, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of video-making can provoke genuinely creative and communicative uses of the language, with students finding themselves “doing new things in English”.

According to Brown (2007, p.284), even though the history of language teaching tended to separate the four skills, there is a tendency to integrate them nowadays. Based on this, the present project integrates the knowledge of culture, geography, technology and English and, besides, proposes a connection of the four skills: *speaking*, in the narrations; *writing*, in the subtitles; *reading* and *listening*, during the video exhibition.

1 Planning

1.1 Title: Travel Guide (Guia de viagem)

1.2 Audience: Any level. Teachers may adjust it according to their group of students. In a multilevel class, students with a higher language level will produce more elaborated sentences, and beginners will produce simpler sentences. The students' level must be taken into consideration in the assessment (see attachment 2).

1.3 General goals:

- To promote an activity that combines the knowledge of culture, geography, technology and English learning in a meaningful context;
- To integrate the four skills;
- To encourage group work and creative uses of the language.

1.4 Specific goals:

- To practice imperatives and the modal verbs *can*, *could*, *should* and *must* with the meaning of possibility, suggestion and advice (teachers may adapt it to any language focus);
- To practice listening, speaking, reading and writing;
- To encourage a discussion on cultural aspects of different places in the world;
- To promote acquisition of new vocabulary through the students' research.

1.5 Procedures

1.5.1 First Class

The teacher introduces the activity. In groups, students choose the country, state or city they intend to work on and discuss what they know about the place. After that, the groups share their knowledge to the rest of class. The teacher shows an example of a touristic video and asks them to create a similar one.

1.5.2 Second Class

The students present what they have researched at home and the teacher gives feedback on language and content. The students are informed about the procedures and rules to make their videos at home, according to Handout 1 (see attachment 1).

1.5.3 Third Class

The students present their videos to the class. After the presentation of each video, the teacher asks one or more students to create a question about the content of the video and to choose any classmate to answer. This procedure tends to make students pay attention to what is said in the videos and encourages the practice of speaking.

At the end of each video, the teacher may give suggestions on pronunciation, grammar and language use.

2 Travel Guides: the result

This project was applied on a multi-level High School class in a private school in Porto Alegre – RS. The places chosen by the students were really varied: Acre, Barcelona, California, England, Japan, among others. The production of three groups may be watched on the following links:

London



<http://www.youtube.com/watch?v=9QHiKwi3D4U&feature=related>

Monaco



<http://www.youtube.com/watch?v=lybDSGYNVAw>

Japan



<http://www.youtube.com/watch?v=8du3Ro-RYQQ&feature=related>

Attachment 1: Students' handout

TRAVEL GUIDE



Have you ever visited Australia? What about Egypt? With this project, you will have the opportunity to travel around the world without leaving your house. By the end of this project, you will have learned about different places and cultures, by making your own touristic video and by watching your classmates' productions.

PROCEDURES:

Choose any country, state or city you like and research about interesting sightseeing and cultural aspects in that place. Then, collect images and videos showing the place and make a video on Windows Movie Maker connecting these images. You must use your own voice to narrate the images and give information about the place, as if you were a tour guide.

IMPORTANT:

- All the students in the groups must participate in the narration;
- The videos must contain a sound track related to the place you are presenting;
- The videos must contain subtitles in English;
- It should last from 3 to 6 minutes;
- Use the modal verbs *can*, *could*, *should* and *must* with the meaning of suggestion and advice, as in the examples below:
You should visit...
You can't miss...
- The groups should have from 3 to 5 participants.
- Copy your video onto a CD or DVD and bring it to class on ____/____/____.

Attachment 2: suggestion for assessment

| CRITÉRIOS | PESO | NOTA DO GRUPO |
|---|------|---------------|
| Entrega pontual e em CD | 2,0 | |
| Voz de todos os integrantes do grupo | 2,0 | |
| Qualidade da narração (som e pronúncia) | 2,0 | |
| Legendas em inglês | 1,0 | |
| Uso de verbos modais e imperativos | 1,0 | |
| Trilha sonora | 1,0 | |
| Adequação ao tema proposto | 1,0 | |
| Peso Final | 10,0 | |

References

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HARMER, Jeremy. *The practice of English Language Teaching*. (4th edition). Harlow: Longman, Pearson, 2007.