

# Teacher generated audio and video. Record it, use it, enjoy your life

Presented by Chris Roland

Thank you for attending the session. In order to do something a little bit different to the usual handout, I have created an action plan, almost in the form of a to-do list.

The idea is that you have a look at each possible action on the list and decide if it is something you wish to do, or something that you don't feel is worth following up on.

Remember, you can watch the recording of my webinar on the TeachingEnglish website at: <https://www.youtube.com/watch?v=wFtnYhLYgNg&t=594s> in order to recap any of the activities.

To begin with, I mentioned Michael Hoey's problem resolution patterns in Chapter 7 of *Textual Interaction* (2001) Routledge, as a useful way to structure how we approach problems in ELT. Julian Edge wrote an article on this exact topic which I would recommend to anyone thinking of writing or presenting for the first time or indeed at any time. His article is: Edge J Do TEFL articles solve problems? *ELT Journal*, Volume 39, Issue 3, July 1985, Pages 153–157. You will need access to the *ELT Journal* for this article. In any case, both these writers are thoroughly worth looking into if you are thinking of pursuing studies in discourse analysis or methodology.

- **ACTION POINT: Investigate SPRE patterns (Michael Hoey, Julian Edge).**

We then looked at the history of audio feedback, starting with J S Harris, as

documented in: *The Cassette Tape Recorder: A Bonus or a Bother in ESL*

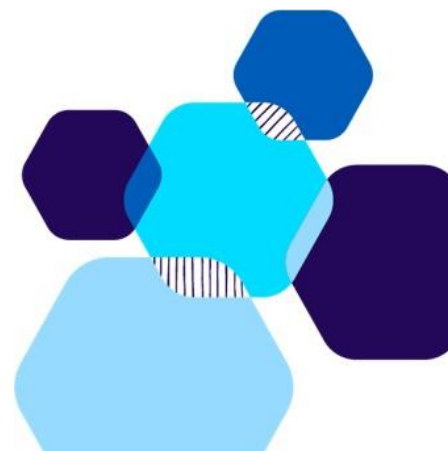
*Composition Correction*

Author(s): Maryruth Bracy Farnsworth

Source: *TESOL Quarterly*, Sep., 1974. Vol. 8. No.3 (Sep., 1974) pp. 285-291

Published by: Teachers of English to Speakers of Other Languages, Inc. (TESOL)

Stable URL: <https://jstor.org/stable/3586172>



For this article, you will need to have a jstor subscription or university library access (or maybe a friend who has!). The article is a pleasant read and a piece of ELT history, so if you have the time and are able, I recommend it. The second article I mentioned was:

*Providing productive feedback*

*Author: Ken Hyland*

*ELT Journal, Volume 44, Issue 4, October 1990, Pages 279-285*

<https://doi.org/10.1093/elt/44.4.279>

*Published: 01 October 1990*

Again, I think this is worthwhile if you have access and if you are interested in tracing back the use of audio equipment in providing feedback on writing.

- **ACTION POINT: Look at the Farnsworth or Hyland articles.**

The next five action points involve trying, or revisiting, audio feedback yourself.

- **ACTION POINT: Mark a set of class writing assignments using audio feedback as described in the session.**
- **ACTION POINT: Trial the method over a month.**
- **ACTION POINT: Trial the method over a term.**
- **ACTION POINT: Try commenting on specific aspects of the manuscript only, leaving numbered reference points on the paper.**
- **ACTION POINT: Try not marking the manuscript at all, but rather reading everything out and commenting as you go.**

I then moved on to discuss an idea from Sue Cowley's book: The 7 T's of Practical Differentiation. I also recommended her YouTube clips at: <https://www.youtube.com/@Tips4Teachers>

- **ACTION POINT: Have a look at Sue Cowley's YouTube channel.**

The idea I mentioned involves recording a video of yourself giving instructions and/or a demonstration of a task and playing it to your learners instead of explaining it live. I have found this particularly useful in primary classes for craft activities and in teens' classes for longer projects.

- **ACTION POINT: Record yourself giving instructions/a demonstration of an activity and use that in class.**

Next up, we looked at standalone dictations/mini-quizzes for vocabulary revision. In the session, you will remember that I had used Snap Camera filters to add a novelty twist to my dictations. Snap Camera is now, I believe, only available as part of the Snapchat package but there are many other online face filter apps if you want to add that novelty element to your recordings. If that's all too technological – you could alter your appearance – hat, eye shadow, sunglasses, background – for the recording 'manually'. The visual element is purely novelty though.

I also recommended that you go over the answers on the recording so that it is all self-contained and so when you use them in class, you can sit back and have a little downtime. I first mentioned this technique in my 2021 book about teaching teenagers online (details further down) but have used these extensively in face to face lessons as well.

- **ACTION POINT: Record a standalone vocab test and use it in class.**
- **ACTION POINT: Record a series of standalone vocab tests/dictations that cover all the essential vocab for a term and use one each lesson or each week in the lead up to exams.**

The next technique involved making short clips that you narrate and use as authentic listenings in class. I often record my very old cat, or more recently my pet grasshopper, Prosperity, who's been living on the patio for the last 6 months. I've also documented ordering, receiving and planting chilli seeds, again, as shown in Understanding Teenagers Online (2021). You might decide to turn any project or shorter activity into a clip for your learners. On the video of the session, I talk about how I use the clips in class.

- **ACTION POINT: Narrate a clip as authentic listening for your learners.**

Finally, I talked about using a simple G.W.W.W.B formula as a template to help you generate short clips and messages for your groups when you are out and about, on holiday etc. The formula is: **G**reetings, **W**here you are, **W**hy you are there, **W**hat they can see in the background, **B**ye!

- **ACTION POINT: Use the GWWWB formula to generate a 1-minute video for your class when you are on a weekend trip, at a teachers' conference or on vacation.**

I then told you about my own YouTube channel with lots of lovely advice about teaching teenagers: Teaching Teenagers English <https://www.youtube.com/@teachingteenagersenglish/featured>.

- **ACTION POINT:** Have a look at the ‘Teaching Teenagers English’ channel.
- **ACTION POINT:** Share the channel with a colleague or on social media.

I mentioned my methodology books, available directly from Pavilion ([www.pavpub.com](http://www.pavpub.com)), Bournemouth English Book Centre Ltd ([www.bebc.co.uk](http://www.bebc.co.uk)) or depending upon where you are in the world, from Amazon.

These aren't resource books to be dipped in and out of with off-the-shelf lesson plans, but rather (I hope) very readable discussions about methodology, meant for reading from cover to cover. So, if you do persuade your institution to order a copy of one of these for you, please explain to them that you will need to take the book home for a month or two while you read it, before it goes on the staffroom shelves for another teacher!

I hope you found the session useful. If you have made it this far, please feel free to email me at: [teachingteenagersenglish@gmail.com](mailto:teachingteenagersenglish@gmail.com) and let me know which action points you got round to and which you found most helpful.

Strength and energy with your teaching!

