

MOTIVATING STUDENTS TO SPEAK THROUGH VIDEO

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INTRODUCTION



Speaking is not sufficiently practiced and the little that is practised does not conform to the interest of today's learners.



Evidences: own experience, observation period in the school and questionnaires (75% of **4th of ESO** students need to improve speaking and 73% think that it is the most interesting skill)



How can I improve it?

How can I motivate the students to speak?
How can speaking have a greater role in English classroom?

INNOVATION PROPOSAL

Prepare students for taping and editing

1st term: **Role-plays**

2nd term: **TV News**

3rd term: **Short-film**

Assessment: formative, summative, self-assessment and peer-assessment.



THEORETICAL APPROACH

Real language communication?



AFTER TWO WEEKS, WE TEND TO REMEMBER...

- 10% of what we READ

- 20% of what we HEAR

- 30% of what we SEE

- 50% of what we DO

- 70% of what we SAY

- 90% of what we SEE & DO

Source: Peter Elbow (1990)

The backgrounds to CLT

From traditional approaches to Communicative Language Teaching whose principle is **the use of language for meaningful communication**.

Why using video cameras in the classroom?

- Document student's language production.
- Validity and reliability of language assessment.
- Reduce the fear to speak.
- Autonomy and group work.
- Provide motivating task with a clear and meaningful purpose.

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CONCLUSIONS

STRENGTHS

Autonomy that students get and capacity to work in groups. (student-centred learning)

Students are motivated, really involved in the task.

Using new technologies while they are speaking English.

Capacity of students to identify their strengths and weaknesses quickly.

The learning can take place in other spaces (not only in the classroom).

The material recorded can be revised as many times as you like

WEAKNESSES

Ideal: two teachers in the classroom.

Ideal: the involvement of other subjects (Art/ICT).