

GERMANY: VIDEO

The German partner school decided to have video as their teaching practice. During the meeting we visited Film museum in Frankfurt. There a guide presented a short history of cinematography and there was a workshop to film a video using stop motion. This was done in groups. The teachers attended a training session about working with film in language classroom.

Most pupils were familiar with the method, video in language classroom, before the meeting. All the Belgian, Finnish and Portuguese pupils had already worked with it and most Italians and Germans also. All the pupils found the method interesting or very interesting.

As far as the pedagogical material used during the meeting, majority of the pupils thought it was favourable to their language and IT skills, slightly more to the latter. Almost 90% of the pupils would like this method being used in their school later on. The Portuguese and the Belgians were most enthusiastic about this whereas some Germans and Italians were slightly sceptical. As advantages of the use of video the pupils mentioned the following:

- Amusing, interesting and motivating
- Favours teamwork
- Language skills are developed in a fascinating way
- It's easier to learn and memorize
- The social competence is improved and activated
- It's a better way to learn to know one another and make new friends
- Activates learners
- A tool that's easy to handle

The teachers also were familiar with the concept of video in language classroom. 85% of them had already used it in their teaching and all the teachers found the method interesting or very interesting. The duration of the training session seemed adequate to everyone and everyone had felt comfortable during it. The presented documents seemed relevant to all the teachers and they also found the training session motivating and efficient.

According to the teachers this method is favourable to learners' language skills. The opinions vary a little more when asked about the learners' IT skills: 61% agreed with this. 92% of the teachers had learned new things about the use of video and felt motivated to continue its use in their teaching.

All the teachers except one thought that they wouldn't have difficulties to explain the methodology to their colleagues. An Italian teacher would have liked to learn new technics to create videos. A Finnish teacher was so interested by the expert's training session that she was eager to work with the film that was used as an example. The Belgian teachers mentioned that it's easy to integrate video in language classroom since almost all the classrooms have a computer and a screen. Finally, the Portuguese pointed out that the video is a very interesting tool.

The activities organized during the meeting were in harmony with the training session. The teachers also had noticed that the pupils seemed more motivated to learn foreign languages

during the meeting. According to the teachers, the used material favoured the pupils' language and IT skills. In addition, the Italian teachers stated that video is a practical tool for flipped classroom, for example. It's interesting and allows pupils to work in teams as well as to improve their language and IT skills. The Finns mentioned that it's a pity that working with video takes a lot of time. All the teachers had learned new things, as mentioned earlier: the Italians had got new ideas, the Finns underlined the variety of possibilities in foreign language teaching, video, for instance, can be used in many ways. It's not necessarily the film itself that counts but its interpretation and comprehension. The Belgians noticed that videos and films are means to introduce a country's culture and current events in classroom. They enable pupils to communicate and listen better. As the expert Mr Wilts pointed out: by watching films or videos the pupils are encouraged to enlarge their horizons without going outside the classroom. The Portuguese were very enthusiastic about the short videos created in Frankfurt. According to the teachers, the most interesting aspects of video in language classroom are the following:

- When adapted appropriately, allows to work with different levels
- May motivate even the less interested pupils
- Allows to work with different competences
- All the pupils have their own knowledge as starting point
- Learning becomes interesting and motivating
- Contributes to erasing prejudices about a culture

As negative aspects of the use of video were mentioned the following:

- The lack of time
- Some pupils may not be capable of "reading" the films and thus don't understand the essential
- Some films may be distant in the pupils' point of view
- In Finland groups are sometimes large which makes it more difficult to discuss films, especially for shyer pupils

In conclusion, video as a tool is an interesting, fascinating and motivating practice. It enables to treat many themes. It contributes to improving oral skills and enlarging vocabulary. This method favours working together and speaking up. The two treated approaches, creating short videos and analysing films, seem complementary.

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