

Discussion on How to Use Video Discourse in English Listening and Speaking Teaching

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Abstract

As a type of discourse, video discourse is a high-density discourse form that integrates multiple modalities such as sound, image and text, and usually includes a large number of visual elements and audio-visual experiences, which has the value of stimulating learning motivation, creating communicative situations, improving authentic input and promoting comprehension and memorization in English listening and speaking teaching. this paper will focus on video discourse and explore the importance of video discourse and the problems teachers have in using video discourse; explore how to use video discourse in English listening and speaking teaching; and analyze what teachers need to pay attention to when using video discourse for teaching.

Keywords

Video discourse, Multi-modal discourse, English listening and speaking teaching.

1. INTRODUCTION

Oral communication behavior is the most basic human communication behavior, in which "the main form of communication is listening and speaking. People can't understand what others say, they can't speak, and communication activities will be hindered" (Song Wei, 2000). With the rapid development of society, international economic and cultural exchanges are increasingly frequent, society has put forward higher requirements for people's English language discourse, especially English listening and speaking discourse. In such a situation, the *Compulsory Education English Curriculum Standard* (2022 version) and *National English Curriculum Standard* emphasize that the English curriculum is both humanistic and instrumental, and requires English teaching to emphasize students' language practice and develop students' language using discourse. The importance of English listening and speaking teaching can not be overstated.

However, in the actual English listening and speaking teaching, "listening and speaking instruction are not effectively integrated, and the effective input students get from listening is not consolidated and internalized and transformed into effective output by combining with speaking training." (Liusen, Chen Yijin, 2018) The materials used for listening practice are also mainly traditional teaching aids selected for exams, which are old and boring. Teachers do not provide listening and speaking learning activities that integrate language, thinking, and culture, and thus do not help students develop comprehensive language skills.

Along with the increasing development of multimedia technology, the way of constructing meaning in classroom teaching has begun to change, and "language is no longer the only modality or the main modality of classroom teaching." (Xu Jinfen, and Liu Wenbo, 2019) Chen Xiaotang, and Conglin (2020) point out that video as one of the forms of visual resources plays an important role in learning activities and is particularly beneficial for language learning. Guo Ying (2021) argues that video texts provides authentic language input materials around unit topics, and that audio-visual instruction based on it is an effective way to develop students'

multiple literacy skills, which is conducive to language acquisition and the improvement of students' language abilities such as listening, speaking, reading, viewing, and writing.

In summary, English listening and speaking teaching by audio only can not effectively develop students' listening and speaking ability, while video discourse can help develop students' multiple literacy skills, so that teachers can use video texts to carry out English listening and speaking teaching and thus develop students' listening and speaking ability. Therefore, this paper will focus on video discourse and explore the importance of video discourse and the problems teachers have in using video discourse; explore how to use video discourse in English listening and speaking teaching; and analyze what teachers need to pay attention to when using video discourse for teaching.

2. THEORETICAL FOUNDATIONS

2.1. Multi-modal Discourse Analysis Theory

With the rapid development of technology, the link between multi-modal discourse analysis theory and foreign language teaching has become increasingly close. On the one hand, theory guides practice, and multi-modal discourse analysis theory lays the foundation for the development and changes of foreign language teaching, and on the other hand, changes and reforms of foreign language teaching promote the continuous improvement of multi-modal discourse analysis theory, which are complementary and indispensable.

Halliday designed a systematic functional linguistic theory framework, which includes the components of contextual meaning (situational and cultural contexts), lexical-grammatical and phonological structure. In 2009, Lim proposed a multi-modal discourse analysis framework that includes ideology, discourse meaning, genre, and register. Multiple modalities expressing constructed meanings together can enhance the interests, intuitiveness and vividness, strengthen learners' understanding, reinforcement and memory of knowledge, stimulate the collaboration of multiple senses, and can effectively improve teaching efficiency.

2.2. Comprehensible Input Theory

The input hypothesis is an idea proposed by Krashen in his attempt to explain second language acquisition. The "i+1" model in the input hypothesis theory proposed by American linguist Krashen in the early 1980s, in which "i" represents the current language level of the second language learner, and "1" represents the current language input material that is slightly more difficult than the learner's current level. This model emphasizes that the second language learner should receive input material that is understandable but slightly more difficult than the learner's current level. At the same time, language input materials should not be too simple, and at the same time not too complex, and should be at a level of difficulty slightly above the learner's current level. Language input materials that are too simple are not conducive to increasing the second language learner's knowledge of the language, while language input materials that are too difficult are not conducive to developing the second language learner's self-confidence in language learning. In other words, the learners' current level is "i" and the difficulty of comprehensible input materials is "1". The "i+1" model of the comprehensible input hypothesis occurs when second language learners at the "i" level receive comprehensible input materials or discourse "1" in the language learning process. Therefore, in multi-modal teaching, teachers should select multi-modal discourse resources with comprehensible input.

3. THE IMPORTANCE AND PROBLEMS OF USING VIDEO DISCOURSE

3.1. The Importance of Using Video Discourse

Video discourse around a unit topic can motivate students, maintain their curiosity and interest in learning, and increase their engagement and participation in learning (Keddie, 2014). Secondly, the contextual theory emphasizes that language learning, comprehension, and use are inseparable from context, and video discourse can contextualize language learning by presenting real situations or simulated situations, providing students with language learning experiences in specific communicative contexts, and reproducing the culture of English-using countries (Chen Yuanxiang, 2007). Furthermore, second language acquisition theory suggests that authentic language input can enhance language output. The video discourse provides authentic language input materials around the unit topic, which is conducive to students' language acquisition and can enhance their language skills in listening, speaking, reading, viewing, and writing. Finally, Video discourse, which combines images, pictures, subtitles, and sounds, can help students combine language and images and enhance students' understanding and memorization of language knowledge and cultural knowledge.

3.2. The Problems of Using Video Discourse

The exploration of effective integration of video discourse with English listening and speaking teaching is still in its infancy. At the theoretical level, teachers' meta-linguistic awareness of the value of video discourse is rather vague, and the value of video in students' language learning and key competence development needs to be interpreted. At the practical level, there are the following problems: (1) The video discourse supplemented by listening and speaking teaching has not been effectively transformed into a tool for students' language learning activities, and sometimes the teaching activities only stop at the level of watching videos. (2) When teachers use video discourse to design teaching and learning activities, they do not make full use of the features of the video to design listening and speaking activities that follow activity-based learning approach. (3) The structural features of the video discourse are not given sufficient attention, and the design of expressive tasks after watching the video discourse is weakly related to the video discourse. (4) The opportunities for students to produce video projects with the help of information technology and to achieve effective communication in the context of the unit topic need to be increased.

4. HOW TO USE VIDEO DISCOURSE IN ENGLISH LISTENING AND SPEAKING TEACHING

4.1. Determine the timing of the use of video discourse in listening and speaking teaching

4.1.1 Activating students' learning motivation through video discourse

The video discourse is a multi-modal way of presenting the thematic context of teaching, and the video contains images, sounds, words, and music to restore the real social or natural situations. Videos can be used to attract students' attention and provide them with a pleasurable multi-sensory experience that can stimulate their interest in learning. Videos around a topic can also activate students' existing knowledge of the topic and create an authentic context for exploring the meaning of the topic. Teachers can embed a 1-minute or less topic-related video at the beginning of a listening and speaking lesson to stimulate students' interest in learning through multi-sensory experiences and guide them to talk about what they know about the topic, look forward to new knowledge, and connect the unit topic to the real world.

4.1.2 Deepen thematic understanding and enrich thematic constructions with the help of video discourse

Linking texts means connecting reading contents with other videos, audios and texts. In the process of teaching listening and speaking, teachers can use video discourse to help students understand the content of listening and speaking texts. Students can connect to the text and the world while watching the video, and they can talk about the impressive content of the video to achieve self-connection and deeper understanding of the reading content. In addition, video discourse can expand the dimension of content around unit themes, enhance the depth of thinking, and broaden cultural breadth. Teachers can design a variety of listening and speaking activities with the help of videos in the textbook or supplemented with videos related to the theme, which can help students construct thematic concepts in multiple dimensions.

4.2. Designing Listening and Speaking Activity Chains Based on Video Discourse Features

Listening and listening teaching based on video discourse is an effective way to develop students' multiple literacy skills and to develop students' listening, speaking, reading, viewing and writing skills. According to the two characteristics of video discourse, multi-modal and contextualized, listening and speaking activities should be based on multi-modal video discourse analysis and revolve around thematic meaning. When designing listening and speaking activities, teachers should give full attention to the role of images, sounds, words and other symbols in the video discourse in the construction of meaning, so that students can acquire thematic knowledge, form thematic concepts, improve language skills, develop thinking quality, form cultural awareness, and solve practical problems in thematic contexts in the process of learning and understanding, applying and practicing, and transferring and innovating. The students will be able to solve practical problems in thematic situations.

For example, teachers can design activities in the following areas: (1) entering the topic context and activating thematic schema; (2) extracting video information and constructing thematic knowledge; (3) evaluating video content and forming thematic concepts; (4) exploring speech techniques and appreciating discourse features; (5) transferring thematic contexts and expressing oneself creatively.

4.3. Assign video project production tasks at the end of the lesson to extend the unit theme expression

Producing video projects can enhance students' motivation to learn, awaken students' communicative awareness, provide opportunities to practice speaking and writing, and motivate students to put in more effort. (Hafner, 2014)

Video projects can be done both independently and in groups. Students create interest-driven video projects by first selecting thematic content, and then using a variety of discourse modalities such as pictures, text, language, and music to achieve information transfer in thematic contexts with the help of information technology tools to achieve expanded expressions around the listening and speaking lesson themes. During the project presentation, students watch the videos made by others, acquire and record more information about the topic with the help of viewing and listening skills, ask questions about the content of the video project, and evaluate each other, develop language skills, improve thinking quality, expand cultural awareness, and enrich the construction of knowledge about the topic during the interactive process, and enhance the ability to select the topic content, develop communicative awareness and enrich discourse modality during the video production.

5. TWO RELATIONSHIPS THAT TEACHERS NEED TO HANDLE

5.1. Handle the relationship between teachers and students properly

Teachers should be clear that students are the main body of classroom activities, student-centered organization of classroom teaching, inspiration and guidance to students, fully

mobilize their enthusiasm, "teacher-student interaction, student-student interaction", and strive to create a relaxed and active learning atmosphere.

At the same time, for each video discourse that enters the classroom, teachers should do their homework, grasp the content of the video discourse comprehensively, clear the obstacles that students may encounter in watching the video discourse, including background knowledge, content summaries, out-of-the-ordinary words, character relationships, etc., and be able to accurately extract the parts of the film that are beneficial to students' learning. For example, classic lines, classic clips, common slang, idioms, etc.

Students should participate in the teaching activities to the maximum extent and cooperate actively with the teacher. Before class, they should look up the background information related to the video discourse through the Internet and the library according to the pre-study tasks assigned by the teacher, so as to achieve the purpose of understanding and familiarizing with the video discourse. Students should actively speak in class and participate in various activities, such as class quiz, scene simulation, role play, voice acting, group discussion, etc.; after class, they should review the words and idioms appearing in the video discourse, recite the wonderful sentences, write mini-dramas, etc.

5.2. Handle the relationship between language input and output properly

Teachers often pay attention to the "audio-visual" and neglect the "speaking" aspect. If students are afraid to speak English or don't know how to express themselves in English, English will only become "dumb English" or "Chinese English".

Therefore, teachers should not just show video clips, but also give students the opportunity to practice English. Therefore, teachers can do some preparatory activities before showing the video, such as giving a brief introduction to the story of the video and its background knowledge and characters to clear the language barrier, or teaching students the key vocabulary, slang and idioms in the video in advance so that they can become students' existing knowledge and thus improve the comprehensibility of the video as an input language material.

It is also important for teachers to choose the video texts, as not all of them can be used for students' English learning. For example, videos with too much pornography and violence to appeal to Western adults should not be used as models for English language learning. Videos with standard British or American pronunciation, strong plot-lines, easy-to-understand content, and classic lines are best suited for classroom use in clips of about ten minutes in length with independent plots and contexts.

6. CONCLUSION

The use of video discourse in English listening and speaking teaching provides students with multi-modal experiences of thematic meaning exploration in authentic contexts and contributes to the multidimensional construction of thematic concepts. Exploring strategies for using video discourse is dependent on teachers' ability to analyze discourse, design instruction, use information technology, and be aware of reflective practice. Teachers need to be fully aware of the timing of using video discourse in the process of teaching listening and speaking, how to design listening and speaking activities with the help of the structural features of video discourse and how to assign post-lesson tasks based on video discourse. In addition, teachers need to

handle the relationship between teachers and students properly, and to handle the relationship between language input and output properly.

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