

LITERARY QUEST



An International, Peer-Reviewed, Open Access, Monthly, Online Journal of English Language and Literature

Video Assisted Language Learning: Teaching English Grammar through Video-Taped Cricket Match

Mr. Y. Sreenivasulu

Assistant Professor, Department of English, Annamacharya Institute of Technology and Sciences, Kadapa, Andhra Pradesh, India.

Abstract

In most of the Indian classroom contexts, mostly conventional and teacher centered methods are employed. Such approaches could be quite boring and do not generate interest for active participation of the learners which is quite essential to grasp the underlying concepts of grammar. Hence it is necessary to device an interactive and learner- oriented approach.

This paper mainly focuses on teaching English grammar using video material to engineering students through cricket in a learner friendly way. In the 100 minutes class room activity, Tenses (Present Tenses: simple present, present continuous, and present perfect) are learned in an interactive method using a five over cricket match video. Further, it would also bring into context other skills of language such as Vocabulary, Speaking, Listening and Writing.

Keywords

Video Assisted Language Learning, Teaching English Grammar, Grammar through Games.



Any language is unintelligible without grammar. Because, it consists of the rules to use different set of words in different orders to convey different meanings. The conventional ways of teaching English grammar to the L2 learners have failed miserably with poor results. Hence it is always essential to focus on unconventional ways to teach it in the ESL/EFL classrooms. One of the quickest and livelier ways to teach grammar is integrating the students' favorite sports and games. Unless it is highly practical, it is hard to speak a language without conscious of its grammar. So using supplementary skills like speaking, listening and writing to build grammar foundation among students is also one of the useful ideas.

Impact of Sports and Games in Language Classroom

The integration of well-known games in language classroom is not a new idea as its impact on teaching and learning process is quite high. The main objective of any teacher is to present the desirable activity effectively and lively. To fulfill such expectations it is the duty of a teacher to create learner centered environment to observe their interests and favorites in their life. In such contexts the popular games like Cricket, Football, Tennis etc., which is well liked by students, can be used as useful material to facilitate the learning different skills of a language. The discussion/presentation of a favorite game will naturally give scope to build/maintain suspense and curiosity in the classroom. It is the responsibility of English language teachers to channelize the natural curiosity and unrestricted desire of every learner in the process of learning language skills. As every learner is a lover of one or more games, a teacher can easily exploit them for imparting various skills of a language in the classroom.

Videos in Language Classroom

Integrating videos into lessons creates a special interactive environment in the EFL/ESL classroom. Teaching English through videos allows teachers to be creative when designing language activities. Indeed, visual representation through videos is more powerful mode of teaching than fiddling with abstract concepts.

Computer Literacy

To arrange such an activity, a teacher must have minimum technical knowledge on computers, internet browsing and video transfer, etc. Additional knowledge to handle television, LCD Projector, audio system etc., in the classroom is quite necessary. The activity was planned for a class with a strength of 30 students after learning from them that their favourite game is cricket. The teacher downloaded a twenty-20 cricket match from www.youtube.com. In the 20 over match, the teacher precisely edited five individual overs (excluding extra balls) in different folders with the help of video cutter software.

The Video Assisted Language Learning Activity

1. Vocabulary

The activity was started with motivation. Initially, the teacher tried to elicit the names of different sports and games they knew. The list of responses was written on the board separating games and sports (ex: cricket, football, tennis, badminton, hockey, through ball, volley ball etc...) at one end. After clarifying the difference between sports and games, the teacher put forth a question to them i.e. "What is your favorite game?" As expected, majority (25) students voted for Cricket. When the teacher made an enquiry about cricket with rest of the students (5), surprisingly they knew the rules of cricket (including girl students) but they were not interested to play. During this part of the lesson the teacher observed their enthusiasm for continuation of the lesson. The desired environment to impart language skills was present. Then the teacher continued to elicit vocabulary on the elected game i.e. cricket. (Eg: play, bowl, bat, keep, through, hit, catch, run, pick, dive, off-side, leg-side, straight, point, fine-leg, etc.) While listing the words on board simultaneously students have taken them down in their notebooks. Their activeness and awareness on the game added the word bank with more than 75 words.

The teacher formed five groups wherein each group consisted six students. The teacher explained about the five videos of their favorite game with allotment of each video to each team. It was explained to them that they have to

watch the videos in mute (without audio) and comment on each ball by each student. Further, they were advised to construct sentences in their notebooks during the video presentation.

Meanwhile, the teacher explained the present tenses: simple present, present continuous, present perfect, in brief with structures (S+V1+O, S+am/is/are+V4+O, S+have/has+V3+O) and examples like “the bowler bowls the ball” where “the keeper is waiting for the ball”, but “the batsman hits it to the boundary” though “the fielder has tried to catch it”. The teacher put the same on the board and insisted them on using in their commentary /speech.

2. Speaking

All videos (5 videos of 5 overs) were played in the first round using silent viewing technique and the students watched them all with curiosity. The second round, exclusively focused on each team and the allotted video was played. During the play everybody in a team took down some notes from the video. The same videos were played once again.

Then the teacher conducted the most awaited section of the activity i.e., speaking activity. At this stage of the activity, surprisingly students went beyond tenses and instructions given on the board. They commented with the names of the bowlers and batsmen, in particular. For instance a student commented: “In the first ball, Praveen Kumar is bowling to Hafeez, he has pitched the ball outside off stump, and the batsman hits it through the cover point, though the fielder, Suresh Raina has gone for a dive, it went on to the boundary”. This process was continued by all individuals of all teams.

3. Listening

The students were played the original commentary of the game. It is the time for self-evaluation. As everyone had their own write-up in their notebooks, they started comparing their own sentence construction and commentary skills with the actual commentary. They listened to it very attentively as if they were on the field. In the end of the activity learners seem relaxed and some of them

were happy for what they spoke about their parts of video. This careful observation led to correct their manuscripts on the spot.

4. Writing

By the time the learners finished listening to the actual commentary, everybody became familiar with the specific terms of the game. Students of all the teams were asked to write a detailed summary of each over (six balls). During this part of the activity they were once again advised to use the three structures of present tense.

Feedback

The teacher asked about the real time usage of selected tenses for the activity. The teacher went on enquiring particularly from each group with questions like “when do we use simple present tense, present continuous and present perfect tenses in real life contexts?” It was like brushing up their grammar. They responded quite impressively using their previously acquired knowledge in tenses. It was the combination of theoretical and practical knowledge. For example, one of the students responded as follows: “Simple present is used to explain the truths in real life incidents. Present continuous is used to describe the actions that are happening at the time of speaking. And present perfect tense is used to tell the events which have just finished”.

Suggestions

It is also possible to use the same idea i.e., using five over cricket match video to teach a variety of content such as conjunctions, prepositions, and creative writing to ESL/EFL students.

As the selected video provides plenty of actions, they can be asked to use conjunctions (and, but, or, so, still, yet, both...and, until, although etc...) in their description or commentary. There is also an opportunity to use adverbs (first, second, finally, before, later, etc.).

Findings

The findings of the Video Assisted Language Learning activity are as follows:

- Appropriate use of tenses in appropriate situation is motivated.

- Use of appropriate vocabulary is prompted.
- Develops the skill to organise thoughts.
- Improves the confidence level to speak.
- Develops listening skill by rising the curiosity with visual input.
- Improves the writing skill.

Conclusion

It is easy to device activity materials from day-to-day interests to design effective teaching activities. The use of cricket and its video in language classroom is quite interesting and generates curiosity among the students. By creative and innovative ideas, learner-centered environment can be created, and teaching meaningful content through motivating activities which will excite and engage the learner, will easily enable them to communicate in target language. Once a learner gains confidence through understanding and enjoying his favorite video, he might feel free to respond. Particularly, the active learning strategies like speaking and listening and its emphasis in the classroom, will make the learner to face the challenges in real life contexts.

Works Cited

- Altman, R. *The Video Connection: Integrating Video into Language Teaching*. Boston: Houghton, Mifflin Company. 1989. Print
- Arcario, P. "Criteria for selecting video materials." *Video in Second Language Teaching: Using, Selecting, and Producing Video for the Classroom*. Ed. S. Stempleski and P. Arcario. Alexandria: TESOL Inc., 1993. Print.
- Thoman, E. "Media Literacy: A Guided Tour of the Best Resources for Teaching." *The Clearing House* 76.6 (2003): 278–83. Web.
- Bedjou, A. "Using Radio Programs in the EFL Classroom." *English Teaching Forum* 44.1(2006): 28–31. Print.
- Stempleski, S. "Teaching Communication Skills with Authentic Video." *Video*

in Second Language Teaching: Using, Selecting, and Producing Video for the Classroom. Ed. S. Stempleski and P. Arcario. Alexandria: TESOL Inc., 1993. Print.

Donley, K. M. "Film for Fluency." *English Teaching Forum* 38.2 (2000): 24-30. Print.

<http://www.youtube.com/watch?v=4ujechZvfws>.

<http://en.kioskea.net/download/start/download-6581-video-cutter>.

MLA (7th Edition) Citation:

Sreenivasulu. Y. "Video Assisted Language Learning: Teaching English Grammar through Video-Taped Cricket Match." *Literary Quest* 1.3 (2014): 106-112. Web. DoA.

DoA – Date of Access

Eg. 23 Aug. 2015. ; 05 April 2017.