Making English Lessons Engaging Through Video Materials Supported With Advance Organizers and Prediction Activities[1]

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An increasing volume of literature has confirmed that video as an instructional tool has great pedagogical value. It has the advantage of exposing learners to authentic language input and providing a cultural context for language learning (Chung & Huang, 1998; Herron, Corrie, Dubreil, & Cole, 2002; Sherman, 2003). Apart from fostering language and cultural acquisition, video is also found to be able to enhance students' affective attitudes to language learning. Classroom learning experience is made more active and interesting because of the sensory impact and the element of authenticity found in a video programme (Sherman 2003; Wen, 1989), resulting in students' better attention engagement, stronger motivation for learning, and increased self-confidence (Secules, Herron, & Tomasello, 1992; Herron et al., 2002; Sherman, 2003; Weyers, 1999).

In spite of the appeal that video holds for students, there are arguments that video materials will not necessarily lend themselves to producing positive learning outcomes without some sort of teacher intervention through the use of advance organizers (Chung, 1999; Chung & Huang, 1998; Herron, 1994; Herron, Hanley, & Cole, 1995; Swaffar & Vlatten, 1997). This is because video materials are not only linguistically, but also culturally, a challenge to students. In order to make the video input comprehensible to students, some sort of teacher intervention or scaffolding is necessary. As pointed out by Lively, Harper, and Williams (1998), "The very essence of the input text being imbued with native culture is what makes accessing the language in authentic documents so difficult for students" (quoted in Herron et al., 2002, p.37). Teachers are thus urged to intervene or "mediate" the video viewing activity by using advance organizers, specifically, providing students with support for new vocabulary, grammar and cultural information embedded in the video (Hennessey, 1995; Herron et al, 2002; Secules et al., 1992; Sherman, 2003). The purpose of this article is to examine whether the combination

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of two advance organizers (using pictures to introduce characters and pre-teaching vocabulary) with prediction activities can increase student engagement in the video activity. It is hoped that through this, insights into how to choose and deliver advance organizers to students can be obtained.

Literature Review

Advance Organizers

Advance organizers is a term first used by Ausubel (1961) to describe the process of linking the upcoming unfamiliar material to what is already known to the learner. He hypothesized that the learning and retention of unfamiliar but meaningful verbal material could be facilitated by the advance introduction of relevant subsuming concepts. He further explained that "if new material is incorporated into cognitive structure in so far as it is subsumable under relevant existing concepts, then appropriate and stable organizers should enhance the retention of the new materials" (Ausubel, 1961, quoted in Hanley, Herron, & Cole, 1995, p. 57). The theory of advance organizers is well-supported by cognitive research in the first language (L1) and second language (L2); it claims that if learning is to be effective and permanent, it has to be meaningful and involves learners' active mental processing of relating new knowledge to existing background knowledge (Hanley et al., 1995).

Since the introduction of the advance organizer theory, different types of advance organizers have been used in classrooms to enhance reading and listening comprehension. The list of effective advance organizers has included pictures, verbal descriptions, key vocabulary pre-teaching, pre-questioning techniques, and cultural background cues, and recently video has been added to the list (Herron, 1994; Omaggio, 1993). There have been suggestions that advance organizers are a type of pre-reading, pre-listening, or pre-viewing activity which aims to prepare students for the reading, listening, or video-viewing tasks by providing them with background knowledge and language input (Stoller, 1992; Tagleber, Johnson, & Yarbrrough, 1988). In this study, the terms advance organizers and pre-viewing activities will be used interchangeably.

Using Advance Organizers in Reading and Listening Comprehension

A substantial body of research has been conducted to investigate the effectiveness of advance organizers on reading and listening comprehension (Ausubel, 1961; Hanley et al., 1995; Muller, 1980; Omaggio, 1979; Taglieber et al., 1988). Generally speaking, the findings from these studies show that providing learners with advance organizers such as pictures, key words, or scripts, prior to the listening or reading of a passage helps them to comprehend the aural or textual input. Nonetheless, no definite conclusion has been drawn on which types of advance organizers may be the most effective. Omaggio (1979) suggested that pictures could aid foreign language comprehension while Muller's (1980)

study showed that pictorial aids were less effective at higher levels of proficiency. Taglieber et al. (1988) argued that vocabulary pre-teaching was not as effective as visual support and prequestioning, but Chung and Haung's (1998) video research findings showed that pre-teaching vocabulary was more effective than providing character background information.

Using Advance Organizers in Video Materials

Recently, with the increasing availability of video technology for classroom use, more and more teachers are turning to video for language instruction. In order to provide teachers with more information on how to make the viewing experience enjoyable and fruitful, research studies have been conducted on the effectiveness of using advance organizers to introduce videos in L2 and FL classrooms.

Herron (1994) examined the effects of providing summary statements of a video—an advance organizer—on students' listening comprehension of a foreign language fictional narrative video. The results showed that the advance organizer group did significantly better than the control group, confirming the effectiveness of advance organizers on video comprehension.

Herron et al. (1995) conducted a study on beginning FL learners to compare effectiveness of two advance organizer conditions: summary statement only and summary statement with accompanying pictures. Students' comprehension and retention of information was found to be significantly greater for the group that received the summary statement with pictures. But whether the same result can be obtained if this is conducted on advanced learners deserves our attention as Muller's (1980) findings showed that pictorial cues produced better effects on beginning rather than advanced FL learners.

Chung and Huang (1998) compared the effects of three aural advance organizers on a group of low-intermediate and low motivated Chinese students. It was found that the students who were pre-taught vocabulary comprehended the video better than those given information about the characters. Additionally, those provided with vocabulary pre-teaching and character information performed the least satisfactorily. Chung and Huang attributed the poor performance of the combined condition group to their low attention span and low motivation, suggesting that for low proficiency and low motivated learners, the advance organizers should be concise instead of thorough.

In sum, it can be said that like the findings of advance organizer research in reading and listening studies, the effectiveness of advance organizers in the video research was confirmed. But as for which type of advance organizers could better prepare students for video viewing, the results were inconclusive, suggesting that certain advance organizers may suit one group but not another. In order to obtain more empirical data about ways to select and deliver advance organizers which meet students' needs and interests, research studies on whether advance organizers can increase student engagement should be

conducted. As pointed out by Kinzie and Matveev (2008), student engagement is the time and energy students devote to educationally purposeful activities and is the single best predictor of learning and personal development.

Using Prediction Activities in Listening Comprehension

Prediction is found to be another effective pre-listening activity that can facilitate listening comprehension. Prediction involves "using a context-implication strategy in which the listener projects schematic expectations onto the text" (Rost, 1990, p.136). A significant amount of research conducted by second language listening researchers indicates that throughout the listening process, effective listeners activate their background knowledge to enhance comprehension by making and confirming predictions and hypotheses, primarily from their world and linguistic knowledge, to construct the intended meaning of the speaker (Buck, 2001; Danks, 1980; Lund, 1990).

It is also believed that prediction can develop students' higher order thinking skills. McNeil (1987) claims that a prediction activity is not only able to activate students' background knowledge and help to create a mental picture about the topic, but also arouse their curiosity, stimulate their creativity and engage their attention in a comprehension task. It also makes the whole comprehension process contextualized and purposeful because students have to pose questions and identify a goal to confirm their predictions (Anderson, 1994). Because of these positive effects, prediction activities have become one type of commonly-used pre-listening activity in both the audio-listening and video-viewing lessons (Rost, 1990). Voller and Widdows (1993) used questions to guide students to predict the characters of a video they were going to watch, and after watching one major scene, students had to predict what would happen next. This prediction activity received very positive comments from the students attending the lesson.

In summary both advance organizers and prediction activities have separately been shown to be effective aids to video comprehension. Both share similar characteristics such as pedagogical functions and the stage of a lesson in which the activities are conducted. Nonetheless, research studies conducted to investigate the effects produced by the combination of these two activities appear to be scarce. The current study aims to examine whether the combination of advance organizers with a prediction activity could make a lesson engaging, which could then arouse students' interest in the video and facilitate comprehension. To test the effectiveness of this treatment method, two research questions guided this study:

1. Do both average and low proficiency students hold positive attitudes towards the use of videos in English classrooms?
2. Can the combined treatments of providing character information through pictures, pre-teaching vocabulary, and using prediction activities, increase the emotional, behavioural, and cognitive engagement of both average and low proficiency students?

Research Methodology

Participants

One hundred and thirteen twelve-year-old F.1 (Grade 7) students from a secondary school in Hong Kong took part in this survey. They were grouped into four classes according to their first term English Language examination results: two classes of average proficiency (Classes A and B: 27 students each) and two classes of low proficiency (Class C: 37 and Class D: 22 students). The teachers, who had taught these students before, all agreed that the average proficiency classes had better learning attitudes than the low proficiency classes.

Instruments

Target Video

Wallace and Gromit in a Grand Day Out, an instructional video package published by Oxford University Press, was used in this study. It is a cartoon story about two cartoon figures taking a trip to the moon. This was chosen because it had been tried out in other F.1 classes, and many students found the video interesting.

Video Previewing Activities

Two types of advance organizers, using pictures to introduce the characters and pre-teaching vocabulary, plus a prediction activity were used before watching the video. The reason why vocabulary teaching and character introduction were chosen was because the past literature showed that both were able to aid video comprehension, albeit with conflicting results on the level of effectiveness. Besides, with careful activity design, both of these activities could be integrated into one meaningful activity. For example, the introduction of target vocabulary can be incorporated naturally into the pictorial character introduction process, so vocabulary teaching can become contextualized. For the prediction activity, we hoped that through the activity students' curiosity about the video would be aroused, their attention engaged, and creative thinking developed. Furthermore, it was anticipated that the target vocabulary could be elicited during the prediction activity and class discussion on students' predictions.

Student Engagement Self-Report Questionnaire

Schooling Issues Digest (2005) classifies student engagement into three types: behavioural engagement (classroom participation, involvement in learning tasks), emotional engagement (affective attitudes to the lesson such as motivation and interest), and cognitive engagement (investment in learning, learning goals, intrinsic motivation, self regulation, being strategic). A student engagement self-report questionnaire based on this student engagement construct was used to assess whether students were engaged in the previewing activities. The questionnaire contained seven items, each marked on a 5-point

Likert scale. Four questions were on affective engagement (Q #1, 5, 6, 7), one question was on behavioural engagement (Q#2), and two questions were on cognitive engagement (Q #3, 4). The questionnaire was translated into Chinese to ensure students had no comprehension problems.

Classroom and Video Observations

Classroom and video observations were conducted on the four classes for analysis. There were two different types of observations performed: live classroom observations and post-lesson video observations. The focus was on the participants' engagement levels during the previewing activities (the two advance organizers and the prediction activity).

A classroom observation checklist adapted from the Collaboratives for Excellence in Teacher Preparation [CETP] (2003) was used for the observations. The checklist provided the following guidelines for analyzing classroom and video observations: (a) type of instruction, (b) cognitive activity, and (c) student engagement levels. "Type of instruction" refers to how the pre-viewing activities are presented while "cognitive activity" refers to the type of activities that can demonstrate students' cognitive engagement levels. For example a knowledge receipt activity which requires students only to sit passively listening to the teacher is considered cognitively less engaging than an activity that requires students to apply or construct knowledge. This was included in the checklist because, according to *Schooling Issues Digest* (2005) and Ahlfedlt, Mehta, and Sellnow (2005), cognitive development is one of the factors found to be related to student engagement in classrooms. The cognitive demands of the activities will affect students' engagement levels during the lessons. Altogether five types of cognitive activities were suggested in the checklist and they were:

1. Other (e.g., classroom disruption)
2. Receipt of Knowledge (lectures, worksheets, questions, observing, homework)
3. Application of Procedural Knowledge (skill building, performance)
4. Knowledge Representation (organizing, describing, categorizing, expressing opinions)
5. Knowledge Construction (higher order thinking, generating, inventing, solving problems, revising, etc.)

During the observations, the observer(s) had to determine which type of cognitive activities the previewing activities were. Then, the whole class was assessed as either of low, mixed, or high engagement based on the criteria outlined in Table 1.

The Head of the English Department was invited to conduct the video observations and the cognitive activity classification together with the author. As for the classroom observation, it was done by the author herself.

Table 1

Criteria for Assessing Student Engagement

	% of Students	Attitudes	Participation	Task Involvement
Low Engagement	Below 40%	look very bored, inattentive	not willing to participate in the learning tasks; not volunteer to answer questions	off-task e.g. doing, their own things
Mixed Engagement	41%-79%	attentive, look enthusiastic and involved	participate actively in the learning tasks volunteer to answer questions	on task
High Engagement	Above 80%	attentive, look enthusiastic and involved	participate actively in the learning tasks volunteer to answer questions	on task

Two qualified ELT teachers with at least one year's English teaching experience were invited to co-teach a forty-minute lesson by using the treatment method suggested above—a combination of the two advance organizers and a prediction activity. Since there were four classes, the same lesson was conducted four times, and the teachers were reminded that the same treatment method should be used in these four classes regardless of the students' proficiency.

Previewing Activities

Since high student engagement is linked to increased levels of student success (Dev, 1997), making the materials interesting and engaging was one of the major considerations when planning how the pre-video viewing activities were presented. The following is a brief description of how the activities were delivered by the two teachers in the experimental lesson.

Advance organizers of character and vocabulary.

In order to make the presentation of the two advance organizers meaningful to students, a context of 'meeting your friends' was provided. The teacher told the students two guests, Gromit and Wallace, were joining the lesson, and then showed their pictures to the students. A class discussion about Gromit and Wallace (e.g., appearance, hobbies) was then held, and students were asked whether they would like to make friends with them. Through this discussion, target vocabulary was elicited and introduced.

Predicting the video content and pre-teaching vocabulary.

After introducing the characters, the teacher told the students that Gromit and Wallace were going on a holiday. They were asked to guess their holiday destination. For low ability classes, choices were provided to ensure they could express their opinions. Students' predictions (e.g., names of countries, space, planets) were written on the blackboard, which was then followed by vocabulary teaching.

Classroom and Video Observations

The author randomly selected two of the classes for classroom observation, Class A (low proficiency) and class C (average proficiency), and conducted live observations herself. While for the other two classes, Classes B and D, the author and the English Panel Head conducted the observations via video recordings.

Student Engagement Self-Report Questionnaire

The student engagement self-report questionnaire was administered immediately after the lesson.

Data Analysis

Classroom and Video Observations

An adapted classroom observation checklist was used for both classroom and video observations to determine which type of cognitive activities the previewing activities were (CETP, 2003, see the section 'Classroom/video observations' under 'Instrument', p. 8-9).

After the video observations, a discussion was held between the English Panel Head and the author where discrepancies were found in the video observation evaluation results of Class D. The video of this class was watched again until there was agreement between the two observers. Based on this standardization information, the author made adjustments to the observation results of Classes A and C.

Student Engagement Self-Report Questionnaire

Descriptive statistics (means and SD) from the five-point Likert Scale Student Engagement Self-report questionnaire were computed. An independent t-test was conducted to determine whether there were any significant mean differences in the seven items of the questionnaire between these two groups.

Results and Discussion

Both the classroom and video observations showed that the pre-viewing activities were found to be confined not only to receipt of knowledge (e.g. students listened to lesson introduction and instruction), but also knowledge of representation (e.g., students were asked questions about the pictures), and construction of knowledge (e.g., students had to do prediction which is considered high order thinking). Thus the experimental lesson, on the whole, was considered interactive and engaging.

Generally, the students in the Average Proficiency Group performed better than the Low Proficiency Group in the three types of engagement suggested by *Schooling Issues Digest* (2005): emotional, cognitive, and behavioural. They showed more interest in both the lesson introduction and pre-video viewing activity. They were more willing to volunteer to answer the questions and make predictions, and were eager to find out whether their predictions were correct. Table 2 shows a summary observation report of these four classes.

Proficiency level was a possible reason explaining why the Low Proficiency Group appeared to be less engaged than the Average Proficiency Group. In fact, like the Average Proficiency Group, many students of the Low Proficiency Group also showed interest in the pictures about the characters, indicating both groups had similar emotional engagement levels at this stage. However, when a class discussion was held about the characters, theyappeared to lose interest as they all kept quiet and looked bored, indicating low emotional, cognitive, and behavioural engagement levels. Their low proficiency level might account for this reaction. Most likely the Low Proficiency Group had difficulties in taking part in the class discussion due to their limited vocabulary or difficulty expressing themselves resulting in their lack of interest and reticence.

The same problem occurred when the students in the Low Proficiency Group were asked to predict where Gromit and Wallace went for their holiday. The students who were called upon to answer the questions had difficulties in pronouncing the words and expressing complicated ideas. It seems that their reticence and passiveness was caused by pronunciation and expression problems which stopped them from participating in the activities, suggesting that the teacher needs to provide more scaffolding to the students before doing an open class discussion.

Contrary to Ahlfedlt et al.'s (2005) research findings that students tended to have low emotional, cognitive and behavioural engagement in the teacher-centred activities, the students from the Average Proficiency Group were found to be very engaged and involved in the lesson introduction and instruction parts in which the teacher mainly did lecturing. It is interesting to note that the engagement performance of the Low Proficiency Group confirmed Ahlfedlt et al.'s argument because most of them looked bored and inattentive in these two parts. Students' learning attitude could be a probable

Table 2

A Classroom and Video Presentation Report

Objectives and Procedures	**Type of Instruction**	**Cognitive Activity**	**Student Engagement of Low Proficiency Group**	**Student Engagement of Average Proficiency Group**
Introduction: Give an overview of the lesson	Presentation	Receipt of knowledge	Low engagement- - 80% of the students were not listening. Teacher shouted to the students to engage their attention.	High engagement: - Above 80% of the students appeared to be attentive.
Advance organizer A: Character introduction and vocabulary introduction - Teacher introduced the two guests by using the pictures. - Teacher held a class discussion with students about Gromit and Wallace, through which target vocabulary was elicited/ introduced.	Presentation with class discussion	- Receipt of knowledge - Knowledge of representation	Low engagement - Many students appeared to show interest in the two pictures. - When being asked about the characters, they were all quiet. The teacher had to use name calling strategy to get responses. Students appeared to have difficulty in pronunciation and idea expression..	High engagement: - Above 80% of students appeared to show interest in the two pictures. - When asked about the characters, students were eager to answer questions. Some raised their hands and some shouted out the answers.

Advance organizer B: pre-teaching vocabulary and predicting the video content - Teacher asked students to predict Gromit and Wallace's holiday destination. - Students' predictions were written on the blackboard, followed by vocabulary teaching.	Presentation with class discussion	- Receipt of knowledge - Knowledge construction	Mixed engagment: - Teacher needed to use the name call ing strategy and provide prompts to make students speak up - On the whole the learning atmosphere was not enthusiastic. - Only the names of a few countries such as 'Japan' were elicited.	High engagment: - Students were eager to make guessing. Name calling strategies needed not be used. - They showed interest in the prediction activity and were eager to find out what the answer was. - Quite a lot of vocabulary was elicited.

factor to account for these different results. According to the teachers who had taught these two groups of students, the average proficiency classes were more motivated than those from the low proficiency classes. This suggests that highly motivated students tend to be more tolerant of teacher talk than low motivated students. Furthermore, it suggests that there should be a difference in activity design and selection for these two groups of students.

Student Engagement Self-Report Questionnaire

Table 3 presents the results of the descriptive statistics (means and SD) of the five-point Likert scale Student Engagement Self-report questionnaire and results of the independent t-test. For all seven items on the questionnaire, the means of the two groups were generally above 3.5, suggesting that the pre-viewing activities were on the whole effective. However, the means of the Average Proficiency Group were found to be consistently higher than those of the Low Proficiency Group (range of means for Average Proficiency Group: 4.48-3.87; Low Proficiency Group: 4.31-3.49) confirming the classroom and video observation results that the average proficiency students tended to be more involved in the previewing activities emotionally, behaviourally and cognitively.

Table 3

Student Engagement Questionnaire Results

	Average Proficiency group (n = 54)		Low Proficiency Group (n = 59)		Independent t-test: Sign
	Mean	**SD**	**Mean**	**SD**	
Emotional Engagement Item					
Q1 I like the pre-viewing activities.	4.15	0.998	3.66	0.863	0.006*
Q5 The pre-viewing activities were interesting	3.93	1.079	3.53	1.056	0.049*
Q6 The video. "Wallace and Gromit in a grand day out", was interesting	4.48	1.077	4.31	1.118	0.396
Q7 Use of video can increase my interest in learning English	4.30	1.057	3.98	0.991	0.107
Behavioural Engagement Item					
Q2 I participated actively in the pre-viewing activities.	3.96	1.027	3.71	0.811	0.150
Cognitive Engagement Item					
Q3 The pre-viewing activities could develop my creativity	3.96	0.931	3.49	1.023	*0.012**
Q4 The pre-viewing activities could help me understand the video	3.87	0.953	3.49	1.057	*0.048**

Pre-viewing activities refer to use of pictures, pre-teaching vocabulary and prediction.

* Significant at 95% confidence interval of the difference

An Independent t-test was conducted to determine whether there were any significant mean differences in these seven items between these two groups. It was interesting to notice that significant mean differences were only found in the emotional and cognitive items about the pre-viewing activities indicating that the average proficiency students perceived themselves to have higher emotional and cognitive level of engagement than the low proficiency students in these activities. No significant mean differences were found on the other three items in the questionnaire, which were related to the use of video in classrooms. This result was considered encouraging as it suggests that these two groups of students, regardless of their proficiency, held similar positive opinions about using video as instructional materials, further confirming the past research findings that video has a strong appeal to students.

In conclusion, video, if properly chosen, can serve as a motivator to increase students' interest in learning. The combined treatment of advance organizers (using pictorial cues to introduce characters, pre-teaching vocabulary) and prediction activities are on the whole able to increase student engagement. However, these positive effects were found to be stronger on average proficiency students than low proficiency students. The main reason for this seems to be related to the instructional methods used to deliver these previewing activities rather than the activities themselves. In order to ensure low proficiency students can benefit in similar way, the strategies of conducting these combined previewing activities have to be modified to suit their levels.

Pedagogical Suggestions

Based on the results of this study, it is suggested that when using videos materials in classes, teachers should consider using not only advance organizers, which aim to provide students with background information and language input about the video in the previewing stage, but also a prediction activity, which requires students to predict what they are going to watch in the video. The reason for this is that prediction not only requires students to actively engage in a cognitive activity of knowledge construction, but also stimulates their imagination and arouses their curiosity, which can then enhance their participation, attention engagement as well as comprehension and interest in the video. It is believed that activities like this would particularly suit low-motivated students who need interesting materials to engage their attention.

The instructional strategies used to deliver the advance organizers and prediction activity deserve our attention. In order to ensure students do not turn to wild guessing when predicting, advanced organizers should be used before a prediction activity. The provision of some background information about the video will enable students to do the prediction more confidently and enjoy the activity more.

A theme-based approach could be adopted to present the advance organizers. A topic close to students' life experience could be chosen. With such a topic, a well-defined

context can be created for a teacher to present the advance organizers, and this stage may extend to a discussion allowing students to express their opinions and make predictions about the video and enabling vocabulary to be introduced.

The above treatment method may pose a challenge to low proficiency students as they are required to participate actively in the advance organizer discussion activity and the prediction activity. They may have difficulties in expressing their ideas due to limited vocabulary, pronunciation problems, and other linguistic limitations. The following three suggestions are made in order to overcome this problem. First, any key vocabulary that incidentally appears during the discussion should be written on the blackboard for pronunciation teaching and pronunciation practice. Second, if time allows, a prediction activity should be done in groups first before a class discussion. The group discussion provides a more anxiety-free environment for students to develop confidence in speaking, which will make them feel more ready for participation in open class discussions. And third, in order to ensure students are on task, worksheets should be provided to guide students to do the prediction sharing in groups before doing a class discussion, which is then followed by video viewing (see the Appendix for an example of this suggestion).

It is undeniable that the methods suggested above will use a lot of class time, and require teachers' meticulous lesson planning which is also time-consuming. But considering the benefits these activities can bring to students, the time and effort are certainly worth spending.

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Appendix

Video Comprehension Worksheet

A. Prediction Activity (individual work)

Spend two minutes predicting what Gromit and Wallace will bring to the moon. Put your answers in the space provided. (If you have any vocabulary you don't know ,ask your teacher / classmates for help).

_____

B. Idea Sharing (groups of three)

Share your predictions with your group members. Jot down your group members' ideas in the space provided. Use the language expressions provided in the table below to help you to do the sharing.

Classmate A: _____

Classmate B: _____

Classmate C: _____

Suggested language expressions:

A: What will Wallace and Gromit bring to the moon?

B: I think they will bring _____ to the moon. How about you, C, What do you think?

C: I think they will bring _____.

C. Teacher Led-class Discussion

Teacher holds a class discussion with students on their predictions. Through this, target vocabulary can be introduced/elicited. If necessary, go through the vocabulary with students and teach pronunciation before video viewing.

D. Comprehension Worksheet:

You are going to watch the video, "Wallace and Gromit in a grand day out". When watching the video, check whether your predictions are correct. Then complete the worksheet below.

What have Wallace and Gromit brought to the Moon?

In their bags, we can find ten items and they are:

_____

_____

_____

Conference Announcements

Inaugural APEC-RELC International Seminar. April 19-21, 2010. SEAMEO Regional Language Centre in Singapore. In this 2010 seminar, APEC and SEAMEO RELC have come together to organize an event that will look at how language and economy are closely intertwined. The Seminar will look at the learning of languages and its relationship with the global economy. The theme is "Language Education: An Essential for a Global Economy." Web site http:// www.relc.org.sg

MATE-TESOL Haiti Conference. June 24-25, 2010. MATE-TESOL will be holding a conference from at the Haitian American Institute, Port Au Prince, Haiti. The theme for the conference is "Strengthening English Language Learners Success." E-mail: jean-franois_vilmenay@yahoo.com

English Teachers Association of Israel International Conference. July 12-14, 2010. The ETAI International Conference will be held at the Ramada Hotel in Jerusalem. The theme is "linking through language." The conference will focus on effective ELT at all stages and all levels The opening plenary will be given by David Crystal. E-mail: jakar@gmail.com

Peru TESOL Conference. July 31 to August 2, 2010. Peru TESOL will be holding a conference at the Universidad Catolica Santa Maria, Arequipa, Peru. The conference theme is "an intercultural approach to the teaching of English as a foreign language." Web site http:// www.perutesol.com