Teaching English as a Second Language Certificate

Teaching Listening

STUDENT MANUAL
For Video 5
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Course Syllabus Information
20 hours

Calendar Description

This module focuses on teaching theory and methodology used to develop students’ listening skills in a second language classroom. It examines the skills needed for listening proficiency and offers practical applications toward improving these skills. Various techniques for fostering motivation, targeting student challenges, and directing student progress in listening are addressed.

Course Goals and Objectives

By the end of the course participants will be able to:
   1. Discuss the impact of students’ background, culture, and past educational experience in the ESL listening classrooms
   2. Practice teaching techniques, lesson planning, and assessment in the ESL listening classroom
   3. Design and teach a listening lesson

Course Materials

Student manual – includes course details, assignment descriptions and evaluation criteria, course content, related articles to supplement textbook readings, and sample teaching handouts and lesson ideas.

Required Textbooks


Supplemental Reading


Course Requirements

To receive a TESL certificate, students are required to complete all given assignments - read the assigned textbook chapters and answer the questions in the student manual, read the assigned section of the student manual, watch the video lessons and read the lecture notes.
**Introduction**

**Prior Knowledge**

What do you know already about teaching Listening?

Teaching listening covers a wide range of skills and sub-skills in English. It is important to examine your own experiences in and expectations about learning to listen and in another language. Start by exploring your own ideas about important elements in teaching listening in English. Write your notes in the following box:

---

**BICS and CALP**

A framework developed by Jim Cummins in 1979 makes a distinction between two dimensions of language learning. How might these inform your practice of teaching?

BICS =

CALP =
Teaching Listening

GOAL

In this section we will discuss approaches and techniques, staging of the listening lesson, materials and listening sources, and sample listening lessons.

LEARNING OUTCOMES

At the end of this section you will be able to:

1. Reflect on the differences between classroom listening and real life listening
2. Reflect on readings
3. Discuss the typical stages of a listening lesson
4. Discuss some listening sources and reflect on listening lessons you have observed
5. Discuss some consideration in testing listening skills

Theory and Methodology

Kinds of Listening

**Intensive:** Focuses more on speech components (phonemes, words, intonation) and listening for specific elements such as stress and intonation.

**Extensive:** Focuses more on overall gist or main idea as well as listening for pleasure/student personal choice. E.g. Listening logs/listening library. Can be done outside the classroom.

**Selective:** Focuses on “scanning” a longer stretch of speech (e.g., monologue) for certain information to find important or specific information and details in a field of information. Students may be asked to listen for names, dates, facts.

**Interactive:** Focuses on having learners actively participate in discussions, debates, conversations, role-plays. Authentic give and take of communicative interchange.

Sub-skills – Conversational and Academic Listening

CONVERSATIONAL LISTENING

- recognize stress and intonation patterns
- recognize reduced forms of words (or sequences of words)
- recognize typical word order
- recognize parts of speech
- guess meaning of words
- recognize communicative functions
- predict outcomes
- infer connections between events
- make use of facial, paralinguistic, and other clues to work out meanings
- signal comprehension or lack of comprehension
Teaching Listening

ACADEMIC LISTENING

- identify purpose and scope of lecture
- guess meaning of words from context
- follow lecture, despite different styles of lecturing
- recognize functions of nonverbal cues
- recognize irrelevant matter
- recognize instructional/learner tasks

Strategies in Listening

- listening for key words
- looking for non-verbal clues to meaning
- making inferences from the content
- predicting the speaker’s purpose
- linking information with own prior knowledge
- guessing meaning
- seeking clarification
- listening for the general gist

Checking for Comprehension

There are different ways to ensure students comprehend listening materials, such as videos, cassettes, podcasts, TV programs, news programs, DVDs, songs, etc. It is essential that students are not passive listeners during class time: during each listening activity the students should have a task. Here is a list of some common tasks during the ESL Listening lesson.

1. Doing (responding physically to a command)
2. Choosing (selecting from alternatives)
3. Transferring (drawing a picture of what is heard)
4. Answering (answering different kinds of questions)
5. Condensing (outlining or taking notes)
6. Extending (providing an ending to a story heard)
7. Duplicating (repeating verbatim or interpreting/translate)
Student Considerations

In this section we will look at reasons why some students may have more difficulty than others during listening activities.

Interference

What hinders listening comprehension for ELL’s?

- Rate of speech
- Inability to distinguish words from stream of speech (linking)
- Inaccessible vocabulary or lingo, or unfamiliar content
- Complex or lengthy sentences
- Unfamiliarity with the nature of spoken English vs. written English
- Fragments, pauses, hesitation markers, redundancies

Barriers to listening – During a Class

1. The lecturer does not speak clearly: she mumbles, talks to the blackboard. Speaks too softly, has an unfamiliar accent, or speaks too quickly.
2. The lecturer is disorganized; she digresses too much or doesn’t know her material.
3. There are distractions: classmates cough, talk, or move around or there is noise from outside.
4. There is too much new vocabulary.
5. Students have problems that interfere: personal problems, fatigue, culture shock, homesickness, upcoming tests, or problems at work.
6. Students dislike the subject or the professor: it’s boring, irrelevant, they already know the materials.

Practice

In this section we will look at the Stages in a Listening Lesson.

Teaching Listening Techniques

Required Activity: Before we begin this section, please find the Teaching Listening Techniques Worksheet in Appendix 3. Complete the worksheet.
**Teaching Listening**

**How to Teach Listening**

**LISTENING SCRIPTS SHOULD BE:**

- Communication oriented
- Realistic (authentic, or based on real life)
- Student-centred
- Meaningful

**FOCUS ON AUTHENTICITY**

- Natural, real text will motivate students more (such as weather reports, news, TV, video, guest speakers)
- Students become used to individual variations and imperfections in speech so that they can develop strategies to fill in the gaps when they don’t catch all the words.
- Authentic language is less likely to include artificially slow speech, exaggerated intonations etc.
- Some commercial ESL listening material is quite natural sounding (always check materials, recordings, dialogue etc.)

**PRE-LISTENING ACTIVITIES**

- Do pre-listening activities such as activities related to building up background knowledge such as predicting, guessing from title or pictures, T/F, vocabulary exercises, reading through questions first, etc.

**DURING-LISTENING ACTIVITIES**

- Be aware of providing manageable during-listening activities (i.e. Having learners look at the written questions before they listen; fill out charts; draw; take notes...)
- 2 minutes or less: Intermediate levels – 1-2 minutes; Advanced – 2 minutes +
- Play the recording a sufficient number of times (once is not enough !)

**POST-LISTENING ACTIVITIES**

- Don’t immediately acknowledge the right answer – throw it back to the class (what do you think?) and/or have students compare with each other first.
- Do post-listening activities to reinforce learning, check comprehension, and get feedback
- Repeat recording a number of times
- Don’t be led by one strong student – did they all get it?
- Guide them to self-discover the answers
- Give them control of the audio recording and/or written text of listening
- Make sure the task is within learners’ abilities
**Activity Flow**

1. **Hook**: introduction to topic, discussion, activate schema, and activate necessary knowledge.

2. **Pre-Listening Task**: looking through worksheet or task details to work on vocabulary, predicting, building up knowledge of tasks or content etc.

3. **Set a clear task**: one clear task per listening – get the gist, listen for a detail, identify speakers in a listening text, etc.

4. **During Listening Task**: play recording and remind learners they are not trying to understand everything -- just doing the specified task.

5. **Feedback on task**: comprehension questions or checks to find out that students have done the task – share with teacher or with students.

6. **Post-Listening Task**: Could students do it???? Yes - - on to next task or conclude OR NO – repeat recording and task ( or alter task).
Types of “During Listening” Activities

1. DICTATION
   a. teacher dictation
   b. running dictation
   c. one chance dictation
   d. peer dictation

2. NOTE TAKING

3. CLOZE

4. MAPS/CHARTS

5. SEQUENCING (PICTURES/SONGS)

6. TRUE/FALSE

7. COMPREHENSION QUESTIONS

8. DIRECTIONS OR GIVING INSTRUCTIONS

Required Activity: Watch the Harmer DVD (Allan) and answer the questions on page 440
**Review of Staging Listening Activities - Categorizing**

**Required Activity:** Organizing of Listening Activities  
Sort the activities into the right columns by putting an x in the appropriate column for each activity. Some may fit into more than one column.

<table>
<thead>
<tr>
<th>Column A Pre-listening Activities</th>
<th>Column B During listening Activities</th>
<th>Column C Post- listening Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previewing language</td>
<td></td>
<td></td>
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<tr>
<td>Carrying out actions</td>
<td></td>
<td></td>
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<tr>
<td>Spotting mistakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture drawing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using lists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making lists of ideas</td>
<td></td>
<td></td>
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<tr>
<td>Multiple choice questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking at pictures and talking about them.</td>
<td></td>
<td></td>
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<tr>
<td>Role-play/simulation</td>
<td></td>
<td></td>
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<tr>
<td>Text completion</td>
<td></td>
<td></td>
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<tr>
<td>Making models/arranging items in patterns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching pictures with what is heard.</td>
<td></td>
<td></td>
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<tr>
<td>Jigsaw listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marking/checking items in pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>True/False</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Putting pictures in order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form/chart completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following a route</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extending notes into written responses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predicting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeking specific information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching with reading text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading through questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completing part of a chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing mood/attitude or behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completing grids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using information for problem solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relay Listening</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment and Error Correction

When we look at assessment, we always need to consider feedback and error correction, criteria for assessment, and types of assessment. In this section we will look first at different ideas for establishing feedback frameworks after during-listening activities according to specific listening activities. As each type of listening activity vary based on skill and strategy, it is necessary to base your assessment accordingly.

Please take notes on the different types of assessment criteria during your instructor’s lecture.

**Assessing Criteria & Considerations**

<table>
<thead>
<tr>
<th>TYPE OF LISTENING ACTIVITY</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictation</td>
<td></td>
</tr>
<tr>
<td>Note Taking</td>
<td></td>
</tr>
<tr>
<td>Cloze</td>
<td></td>
</tr>
<tr>
<td>Maps/Charts</td>
<td></td>
</tr>
<tr>
<td>Sequencing (pictures/songs)</td>
<td></td>
</tr>
<tr>
<td>True/False</td>
<td></td>
</tr>
<tr>
<td>Comprehension Q’s</td>
<td></td>
</tr>
<tr>
<td>Directions or giving instructions</td>
<td></td>
</tr>
</tbody>
</table>
REQUIRED Reading Worksheet

Please ensure that you have read all the readings in the textbook and answered the worksheets below. Questions from the worksheets will appear on the exams!

Reading Worksheets

(Harmer #1, Chapter 18 (pp. 303-309)

CHAPTER 18: LISTENING

Summary: Harmer discusses intensive and extensive listening and their roles in a listening course, gives examples of intensive listening and the materials used in lessons, and finally, outlines the stages of a listening lesson through practical examples.

1. What are the benefits of extensive listening as compared to intensive listening? (p. 303)
   ________________________________________________________________________________
   List 3 ways you can provide extensive listening material for your students. (p. 304)
   ________________________________________________________________________________
   ________________________________________________________________________________
   What’s the most important pre-listening task the teacher can provide for students? (p. 305)
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

2. What are 3 ways we can deal with the disadvantages of recorded material? (p. 306)
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

3. What are the 4 live listening forms that Harmer mentions? Which of the 4 appeals most to you and why? (p. 306)
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

4. What does Harmer mean when he describes the role of the teacher as machine operated? (p. 307)
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

5. List 3 advantages and 1 caution about using film and video as listening material? (p. 308)
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

6. Choose 4 viewing techniques and discuss how you might use it in a lesson. (p. 309)
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
Appendices

1. Lesson Story Observation Sheet
2. Teaching Listening Techniques
3. Student Sample Listening Activity (exemplar)
### Appendix 1 - Harmer #1 DVD: Allan

#### Lesson story observation sheet

When watching the *Lesson stories*, copy and complete the following observation sheet in note form.

<table>
<thead>
<tr>
<th>Teacher’s name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td></td>
</tr>
<tr>
<td>What the teacher was trying to achieve (check the opening screen caption)</td>
<td></td>
</tr>
<tr>
<td>What teaching equipment (paper, books, technology) the teacher used – and your reactions to this</td>
<td></td>
</tr>
<tr>
<td>Techniques the teacher used (e.g. grammar explanation, pronunciation teaching, speaking organisation)</td>
<td></td>
</tr>
<tr>
<td>Things you noticed about the teacher’s behaviour/manner in the lesson</td>
<td></td>
</tr>
<tr>
<td>Things you noticed about the students’ behaviour/manner in the lesson</td>
<td></td>
</tr>
<tr>
<td>Your favourite part of the lesson</td>
<td></td>
</tr>
<tr>
<td>Your overall impression of the lesson</td>
<td></td>
</tr>
</tbody>
</table>

If possible compare your observation sheet with a colleague.

(Harmer #1, 2007a)
Appendix 2 – Listening Techniques

Directions: Score each activity 1 (very effective)-4 (completely ineffective). List advantages or disadvantages for each. (Tanner and Green, 1998)

<table>
<thead>
<tr>
<th>Teaching listening techniques</th>
<th>Score</th>
<th>Advantage(s)</th>
<th>Disadvantage(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Teacher plays a tape, without introducing the topic or anything else.</td>
<td>4</td>
<td>None</td>
<td>No preparation for listening; no purpose stated</td>
</tr>
<tr>
<td>b Teacher tells learners their purpose in listening.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c The teacher announces the topic of the passage then asks class to brainstorm vocabulary they expect to hear in the passage.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Teacher asks learners to predict questions that might be asked in a taped conversation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e Teacher plays the taped passage once, without preparation, asking the learners to listen for the main ideas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f Learners have done one listening task to get the main idea of a text. For the second time they listen, the teacher gives a task to listen for more detailed information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g Teacher asks learners to listen to the tape and then summarise the content in their own language.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h Teacher asks learners to draw something (e.g. a picture or map) while listening.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i Teacher plays each sentence of a taped dialogue and asks learners to translate the sentence into their L1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j Teacher dictates a passage to learners, leaving gaps between phrases; learners write down exactly what they hear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k Teacher plays a short passage, then orally asks learners basic comprehension questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l Teacher plays the same passage a few times, each time asking learners to do a new listening activity and listen for a different purpose.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m Teacher gives the class the text to read as they listen to the tape.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3 – Student Sample Listening Activity

Pair Listening Presentation Activity: Favorite Olympic Sport
By Eva Linttell and Kevin Vrieling

1. Class Level and Description: Okanagan College EAPD 020 (Intermediate Class CLB 6/7) 12 Students

2. Lesson Outcomes:
   1. To listen for answers to basic comprehension questions.
   2. To listen for verbal clues to sequence questions.
   3. To link information with their own prior knowledge.

3. Brief Description of Listening text:
   Website: [http://www.elllo.org/video/M126/T149-Olympcis.htm](http://www.elllo.org/video/M126/T149-Olympcis.htm)
   Length: 1 minute
   Topic: What is your favorite Olympic sport?

4. Pre-listening Activity (Hook):
   A. While displaying pictures of Olympic sports, the teacher asks, “What is your favorite Olympic sport?”
   B. Agenda: In this lesson, we will listen to a video of Kathy explaining her favorite Olympic sport. First, you will listen to answer the questions. Then, you will listen again to order the questions. Finally, in pairs, you will answer the questions with your own information.

5. Two During-listening Activities:

   Handout student worksheet.
   Let students know the questions are not stated in the listening text.
   Read the questions out loud before listening, so students can listen for the answers.

   A. Listen to Kathy explain her favorite Olympic sport. Then, write Kathy’s answers.

   3..... What is Kathy’s favorite Olympic sport? Rhythmic Gymnastics
   4..... Why is this her favorite Olympic sport? Because her country is famous for Rhythmic Gymnastics, always get medals (bronze or silver) and they have won a lot of World Cups and competitions.
   5..... How does Kathy express pride for her country? It’s not only beautiful, but it represents our talent because we always win something. We always compete with Russia and other countries. They play Bulgarian music.
   1..... What country is Kathy from? Bulgaria
   2..... Why does Kathy watch the Olympics? Because there is nothing else on TV; every station covers the Olympics.

   B. Listen again: then, number the questions from 1-5 in the order Kathy answers them.

6. Post-listening:

   Pair work: First, ask and answer the questions in Part A. Then, answer the questions with your own information. For example, “What is your favorite Olympic sport?”

Eva Linttell and Kevin Vrieling
Teaching Listening

References


Video Five
Teaching Listening

• Student backgrounds
• Teaching techniques
• Lesson planning
• Assessment

Learning Outcomes
• Discuss the impact of students’ background, culture, and past educational experience in the listening classroom
• Practice teaching techniques, lesson planning, and assessment in the listening classroom

Challenges
• Rate of speech
• Inability to distinguish words from stream of speech (linking)
• Unfamiliar content
• Complex or lengthy sentences
• Unfamiliarity with the nature of spoken English vs. written English
• Fragments, pauses, hesitation markers, redundancies

Types of Listening

Guess...what is the focus for each type of listening?
• Intensive
• Extensive
• Selective
• Interactive

Types of Listening

• Intensive: Focuses more on speech components (phonemes, words, intonation) and listening for specific elements such as stress and intonation.

• Extensive: Focuses more on overall gist or main idea as well as listening for pleasure/student personal choice. E.g. Listening logs/listening library. Can be done outside the classroom.

• Selective: Focuses on “scanning” a longer stretch of speech (e.g., monologue) for certain information to find important or specific information and details in a field of information. Students may be asked to listen for names, dates, facts.

• Interactive: Focuses on having learners actively participate in discussions, debates, conversations, role-plays. Authentic give and take of communicative interchange.
Conversational vs. Academic Listening

How do these differ?
Which one is BICS?
Which one is CALP?

BICS and CALPS

- Basic Interpersonal Communication Skills
  - 1-2 years
  - Here and now
  - Familiar context
  - High frequency 2000 words
  - Face to Face
  - Simple structure
  - Low pressure

- Cognitive Academic Language Proficiency
  - 5 or more years
  - Experience and exposure to culture
  - Lectures, idioms, specialized terminology
  - Low frequency vocabulary
  - More abstract
  - Lots of pressure

Reasons for Listening

Stages of a Listening Lesson

- Hook: introduction to topic, discussion, activate schema, and activate necessary knowledge.

- Pre-Listening Task: looking through worksheet or task details to work on vocabulary, predicting, building up knowledge of tasks or content etc.

- Set a clear task: one clear task per listening – get the gist, listen for a detail, identify speakers in a listening text, etc.

Stages cont.

- During Listening Task: play recording and remind learners they are not trying to understand everything -- just doing the specified task.

- Feedback on task: comprehension questions or checks to find out that students have done the task – share with teacher or with students.

- Post-Listening Task: Could students do it? Yes - on to next task or conclude OR NO – repeat recording and task (or alter task).

Types of Listening activities

(Listening scripts must be authentic)

- Dictation
- Note taking
- Cloze
- Maps/charts
- Sequencing (pictures/songs)
- True/false
- Comprehension questions
- Directions or giving instructions
Introducing the Video Clip

- In the next slide you will see Crystal demonstrating a running dictation method
- This technique works well for listening as well as reading and writing

Practical Tips

- Don’t just use recordings
- Teacher talk
- Bring visitors
- Read aloud
- Varied listening texts
  - Ur, 2012

How do you know if students have understood?

- Comprehension checks
- Listen and Do
- Repeat
- Reframe and recall

Assessment Criteria Ideas

- **Dictation:** key words correct or 1 point for each sentence
- **Note-taking:** gist, paraphrased correctly
- **Cloze:** 1 mark for each blank
- **Maps/ charts:** finding correct destination, filling in correct information

Assessment ideas cont.

- **Sequencing:** correct order
- **True/False:** 1 mark for each
- **Comprehension questions:** longer, written responses or short answers
- **Directions/ instructions:** labeling a diagram, filling in missing information
Exam Questions Based on

• Harmer #1 chapter 18
• Harmer #2 chapter 10
• Student manual
• PowerPoint slides with video lesson