

ACQUISITION GONE VIRAL:

Videos in the Language Classroom

Increasing Comprehension

- **Video Warm-up** = introducing new language structures, building context through PQs and questions that connect students to the topic/text.
- **Pre-video Activities** help students become familiar with the vocabulary and the topic.
- **Post-video Activities**, generally the most common type of activity, tend to be based on comprehension questions that require little thought and simple recall. Try varying the types of activities, focusing on more than just typical questions that require recall.
- **Pre-reading a Transcription** of the video helps students parse sentences and greatly increases comprehension of the audio.
- **Narrow Listening (Dr. S. Krashen)** = listening to various snippets of similar content/topics, and listening AS MANY TIMES AS THE LEARNER WANTS.



PRE-VIDEO:

Option 1: Show the pictures scrambled. Ask what is happening in each frame. Have students predict (verbal discussion or written summary) the order of the pics and the storyline of the video.

Option 2: Show pics. Set up live poll. STUDENTS: Predict which frame depicts beginning of video or beginning and end of video.

Option 3: GAME: Show one pic (at a time or just one). STUDENTS: Write or say the first word (only 1 word allowed) that comes to mind. Teacher elaborates on individual students/ words, asking questions about why the word came to mind.

POST-VIDEO:

Option 1: Scramble pic order. STUDENTS: Put pics in order according to video and prepare oral &/or written recap of events.

Option 2: (better for lower levels/younger students) Scramble pic order. Write one summarizing statement for each. STUDENTS: Put pics in order and match appropriate statement to each photo.

PRE- or POST-VIDEO HOT:

Create questions that cause students to think beyond the *text*: infer, deduce and use logic.

1. Looking at the pictures *collectively*, what can be said about the man's character? Looking at Pic C, what can be said of the man's character?
2. To which pic could the following statement most apply and most contradict?: *Finders keepers, losers weepers; Black sheep; Sticky fingers; She fears for her life; etc.*

Numerous 'random' videos may be fun, but without a plan or a purpose, they tend to leave teachers (& students) feeling scattered and aimless. Do your videos manage you, or do you manage them?

Pre-video Activities

- See page 1 for a variety of activities using screenshots from the video.
- Word Cloud Activities
- 30-second responses: Show students a still-frame from video. STUDENTS: Turn to your partner and speak (or write) for 30 seconds, using words, phrases or complete sentences that relate to the frame.



Word Cloud Activities

- **Prediction Activities:** Scan the words in the word cloud and predict what the video is about.
- **Cloze Activities:** Use the word cloud as your word bank.
- **Word Cloud Wars:** Give partners a copy of the word cloud. Each person has a unique color marker. Listen to the audio and swipe the words as you hear them. The person with the most swipes wins.

3. Possible vs. Probable, Rate odds 1-5, (My Go-to HOT Qs):
Pic A: The woman is attractive. **Pic B:** There is a million dollars in the wallet. **Pic E:** The man is a 'player.'
4. Sequencing Logic

Video-based Embedded Reading

- Ask students Qs, the answers to which incidentally describe the events in the video. Write student responses in narrative form. Start with a simple version and repeat the process 2 more times to gather additional information to create 3 multi-level readings.

The REAL purpose of a video should be to lead students to proficiency, NOT to simply entertain them.

Post-video Reading Activities

Based on Narrative or Transcription:

- Simple Cloze
- Modified Cloze
- Substitute Words (synonyms)
- Find the imposter
- Sequencing Logic
- Sequencing
- Logical Inference
- Formative Assessments: EduCanon.com; PhotoPeach.com; Quizzes; kahoot.com; etc.
- ID main idea and/or summarizing meaning of each paragraph or section (Lower Levels: Match sentences)

Differentiation is not about QUANTITY!

It's about modifying instruction & curriculum based on students' background knowledge, L1 literacy, linguistic ability & previous language acquired.

Post-video Writing

- Written Outline with sequence prompts.
- Writing Prompt
- Personal Reflections and Connections
- Write captions for video stills

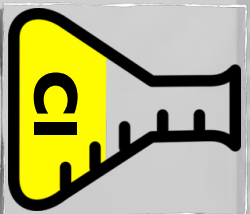
Brains crave novelty! MovieTalk, like any activity, can lose its appeal and its effectiveness if over-used and under-modified.

Acquisition Gone Viral: Videos in the Language Classroom

Carol Gaab



ONE NONEGOTIABLE ELEMENT FOR SLA



The purpose of this session is to show you how to use and **extend** a **variety** of videos to sustain interaction in comprehensible target language sufficiently for **SLA** to take place.

Build Fluency

- Listening comprehension is a prerequisite for speaking.
- Language students cannot speak above their own comprehension level.)

<http://glesismore.com/movietalk/technique.html>

Increase Listening Comprehension

- Students can't do this by speaking.
- Novice to Intermediate-level language learners need CI that generally only the teacher can provide.

<http://glesismore.com/movietalk/technique.html>

The **PURPOSE** of a video to engage, connect and/or teach. The **BYPRODUCT** is **ACQUISITION!**

Beginners

Commercials
PSAs
Movie Trailers
Just for Laughs
Mr. Bean

Intermediates

Movie Shorts
Music videos
Spoofs
Sitcoms
Full-feature Films

DO NOT TELL
STUDENTS THERE IS
A VIDEO!

I wonder....

She sees...

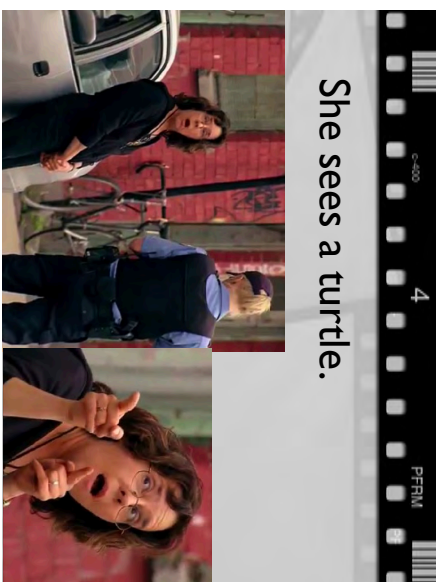
- A. a fly
- B. a fire
- C. a cute dog
- D. a huge dog
- E. the President
- F. an attack
- G. Jeffrey Dahmer
- H. a ghost
- I. a cat
- J. a mouse
- K. Cinderella



She is surprised!



She sees a turtle.



Possible vs. Probable

Support your answer with evidence from the PHOTO.



They are criminals.



She sees a famous person.



She is afraid!



Logical?

Support your answer with evidence from the PHOTO.



She sees a tornado





Puzzling Sitings

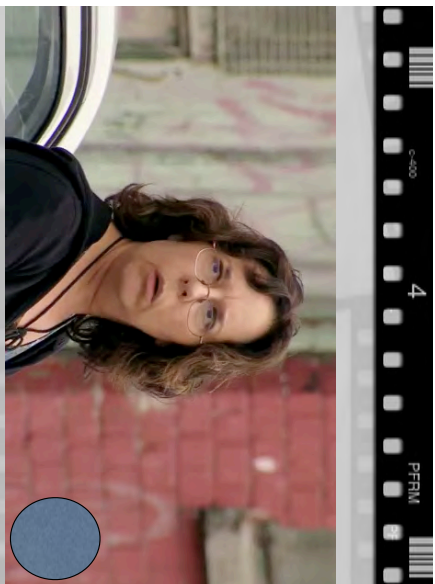
Once I saw...

Steve Carell... in McDonalds.
Willie Mays... in my classroom.
Barry Bonds... in an elevator.

Puzzling Sitings

Once I saw...

a bear... in the desert.
a gila monster... at the zoo.
a rattlesnake... on the road.



Brandon sees dogs...



The **PURPOSE** of a video to
engage, connect and/or teach.
The **BYPRODUCT**
is
ACQUISITION!

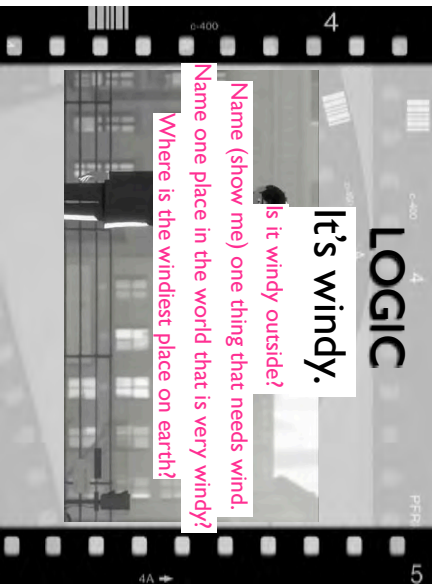
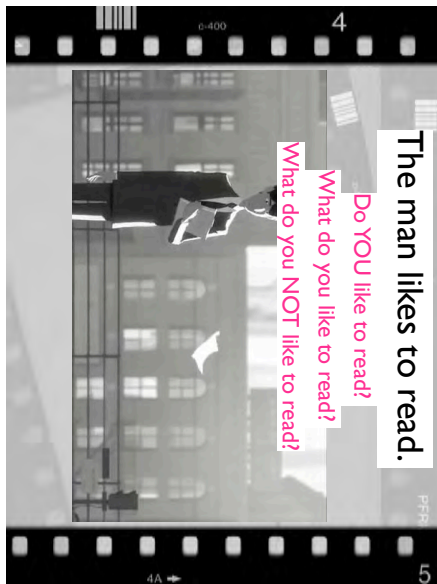
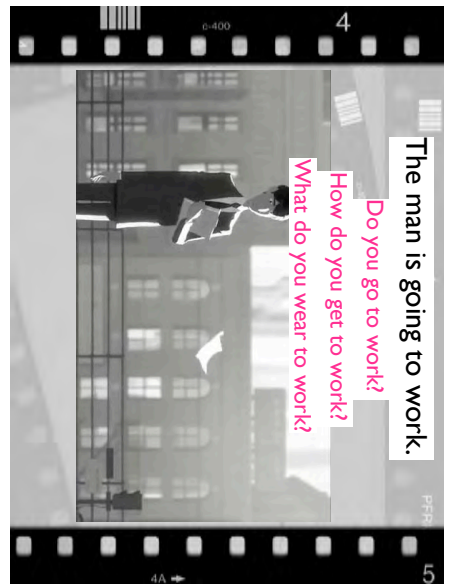
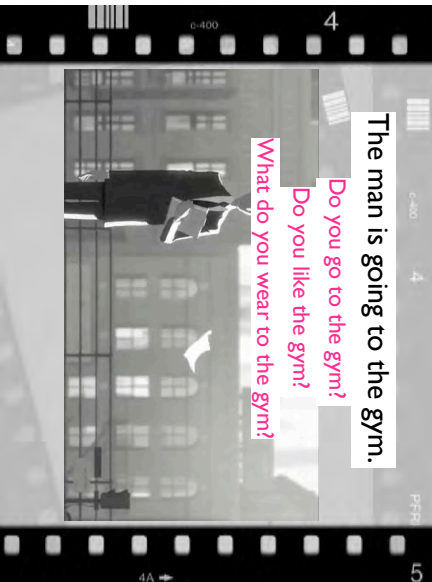


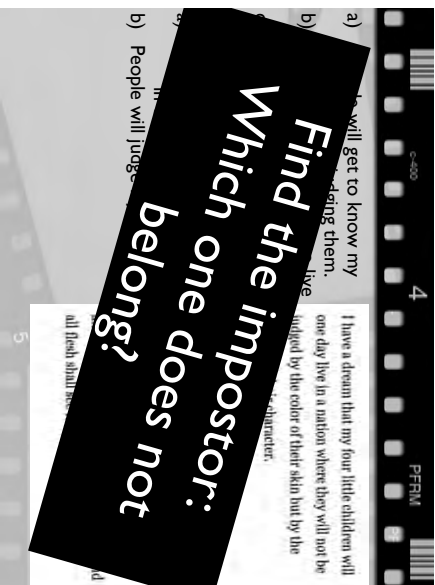
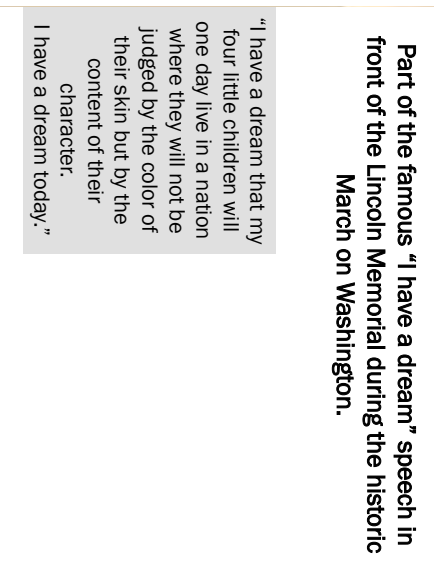
Video Exchange



Peer Videos







4

Which of the following are logical statements Dr. ML King would make?

I have a dream that one day:

1. there will be no discrimination.
2. that whites will have equal rights.
3. racism will not exist.
4. my children will play with white children.
5. blacks and whites will be equal.

5



4

Informational Videos

5

4

Speed & Agility

5

4

1 While spy and agile, the young gazelle is no match for the raw speed of the magnificent cheetah.

2 However, outfit a human with a pair of Sketchers GoRun2 running shoes, you never know what might happen.

3 Watch the big game to see how the chase ends. Designed for speed.

4 Introducing Sketchers Gorun2, mid-foot strike technology, designed for speed.

5

Match the sentence with the portion of the text.

A. There is one thing that could save him.

B. We aren't going to tell you the ending yet.

C. These will make you run faster.

D. The gazelle has no chance.

4

NARROW LISTENING

In narrow listening, acquirers collect several brief tape-recordings of proficient speakers discussing a topic selected by the acquirer. Acquirers then listen to the tape as many times as they like, at their leisure. Repeated listening, interest in the topic, and familiar context help make the input comprehensible.

~ Dr. Stephen Krashen

http://sdlkrashen.com/content/articles/the_case_for_narrow_listening.pdf

5

4

While spy and agile, the young gazelle is no match for the raw speed of the magnificent cheetah. However, outfit a human with a pair of Sketchers GoRun2 running shoes, you never know what might happen.

Watch the big game to see how the chase ends. Designed for speed.

Introducing Sketchers Gorun2, mid-foot strike technology, designed for speed.

Read / Listen

5

4

While spy and agile, the young gazelle is no match for the raw speed of the magnificent cheetah.

However, outfit a human with a pair of Sketchers GoRun2 running shoes, you never know what might happen.

Watch the big game to see how the chase ends. Designed for speed.

Introducing Sketchers Gorun2, mid-foot strike technology, designed for speed.

5

give
presenting
quick
active
rival
not old
sneakers
made

Simplified Content-based Video

Movie Talk

5

Warm up with PQA

- Do you like to work hard?
- Do you know what you are going to do when you wake up?
- Do you always want to work out?
- Is working out optional, or do you HAVE to do it?

Novice-high (& above)

Dying...I think a lot of people just... they see you run and they say, "ohh, [it] looks so easy. It really looks effortless." But before it gets to that point, it's hard, it's like hard work, it's day in and day out sacrifice. Day in, day out..just dying. There's times when you're running and you just want to stop. you just want to give up, like..to hell with this I just want to go home.

There's days when you actually end up knowing what you have in training today. You know it's going to be intense and you're like Oh God! I don't want to go today, but you know to do. And it's so hard, and a lot of people don't know

125 words

1) There's days when you get up, and you know what you have in training today. 2) You know it's going to be intense and 3) you're like "Oh God I don't want to go today," 4) but you have to go. 5) And it's so hard, and a lot of people don't know.

A. must
B. you think to yourself
C. very difficult.
D. get out of bed
E. are sure

Find 3 impostors. (simplified)

Dying...I think a lot of people just... they see you run and they say, "ohh, [it] is not so easy. It really looks effortless." But before it gets to that point, it's hard, it's like hard work, it's day in and day out a party. Day in, day out..just dying. There's times when you're running and you just want to stop, you just want to run some more, like..to hell with this I just want to go home.

sacrifice give up looks

Find 3 impostors. (simplified)

Dying...I think a lot of people just... they see you run and they say, "ohh, [it] is not so easy. It really looks effortless." But before it gets to that point, it's hard, it's like hard work, it's day in and day out a party. Day in, day out..just dying. There's times when you're running and you just want to stop, you just want to run some more, like..to hell with this I just want to go home.

sacrifice give up looks

Playposit

My Photos

Q Find New Photos

Q Find New Photos

Arriving

Leaving

Create a Meme

Pique their interest.

- What is she looking at?
- What does she see?
- Is she...
 - happy
 - frightened
 - confused
 - cautious
 - enthusiastic



Questions build anticipation!

What questions would **YOU** ask?



Use screen shots

- In small groups, put the pictures in a logical order.
- Support your opinion with evidence from the image.

Tips for during the video

- Stop when it will build anticipation and excitement
- Ask students to predict what will happen
- Have them process with a partner or in small groups

Post-Video

Would you ask a loved one to go into the closet?
Would you stay or move?

Thanks for your attention!
To learn more, join us at
iFLT 2020 in CA.

