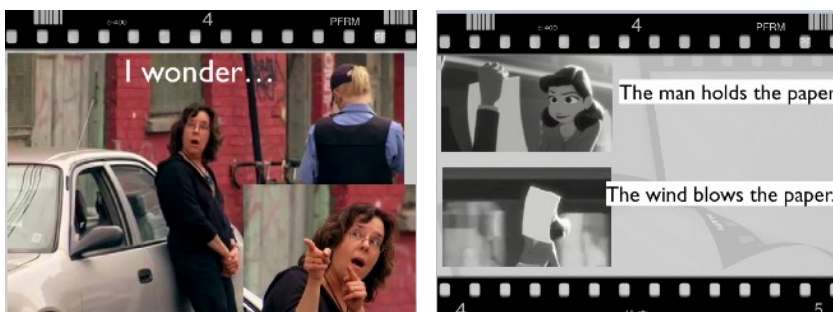


ACQUISITION GONE VIRAL:

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*.