

Integrating Authentic Video into FL classes

PLAN

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PICS project

FL teaching
methods
online course

<https://coerll.utexas.edu/methods/>

The following presentation is based in part
on the resources above.

Thank you!

Why use Authentic Video?

For a learner:

- ☐ visible context for language,
- ☐ culture,
- ☐ new knowledge,
- ☐ prepare for travel

Why use Authentic Video?

For a teacher:

- ☐ culture
- ☐ listening skills
- ☐ complement written texts
- ☐ motivation
- ☐ rich body of knowledge
- ☐ image of the target country(ies)
- ☐ move naturally from listening to speaking or writing



Questions

-
- Did you like the video?
 - Who are the characters?
 - What happened in the video?

Example 2

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Э.Успенский



**ДЯДЯ ФЁДОР,
ПЁС И КОТ**

watching...

What is your favorite beverage?
you think is the favorite beverage of many Russians?

No... not vodka

It's tea!

How many ways are there to drink tea?

was created in the 70s and 80s based on a children's
ard Uspensky "Uncle Fedya, his dog and his cat"



As you are watching...

☐ Who is drinking tea?

☐ What do you see on the table?

Think about the questions you have answered so far: are they difficult questions?



Watch the video again...

- ☐ what is the gesture for “we need money”
- ☐ “hooray” in Russian
- ☐ describe the setting in the next scene



After you watched...

Why did the friends decide to go on a treasure hunt?
Be creative! The group who comes up with the longest
list of possibilities wins!

- I think they... I wonder if they...
- I don't think they... I suppose they...
- I guess they... It is possible that they...







Keys to success

- Video Selection
- Video Exploitation



Video selection

How do you choose a video?

- ☐ Short
- ☐ Current
- ☐ Relevant
- ☐ Accurate
- ☐ Familiar genres, e.g. commercials
- ☐ Entertaining but informative
- ☐ High audio/visual correlation
- ☐ Avoid linguistic and cultural content that is too demanding
- ☐ “Layers”



Tip

Watch the segment with the sound turned OFF and with a critical eye for moments in which the action might not be immediately clear to a non-native viewer.

Let's practice:

- [Italian Example 1](#)
- [Italian Example 2](#)
- Arabic [Example 1](#)
- [Arabic Example 2](#)



Video exploitation


Example 2

How was the task simplified during the...

- ☐ preparation stage?
- ☐ presentation stage?
- ☐ extension stage?

General remarks

- ❑ Integral part of your curriculum
- ❑ Not an afterthought
- ❑ Not a simple change of pace
- ❑ Similar to a reading activity
- ❑ Preparation → Presentation → Extension

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- Every viewing – TASK!
 - Don't be afraid to show multiple times, as long as you have different tasks

Simplify the task, not
the text!

How do you get students talking about the video?

- ☐ comfortable with the vocabulary and the task
- ☐ avoid open-ended tasks manageable for few exceptional students (esp. at the first and second stage)
- ☐ structured speaking activities for even the weakest learner
- ☐ non-threatening environment for speaking
- ☐ assigning specific tasks to individuals, pairs, small groups, or teams

Let's practice!

Either

In small groups find a video that you think would work in your class. Share it with us and explain why you think it is a good choice.

[German weather forecast](#)
[French music tastes](#)
[Russian recipe](#)
[Japanese weather forecast](#)

Or

Choose one of the videos below (or a video that you have already used in class) and in small groups try to create one or two activities for each stage: preparation (before watching), presentation (as you are watching), and extension (after you watched).