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?







□ visible context for language,



☐ culture,



new knowledge,



prepare for travel





Why use Authentic Video?





For a teacher:

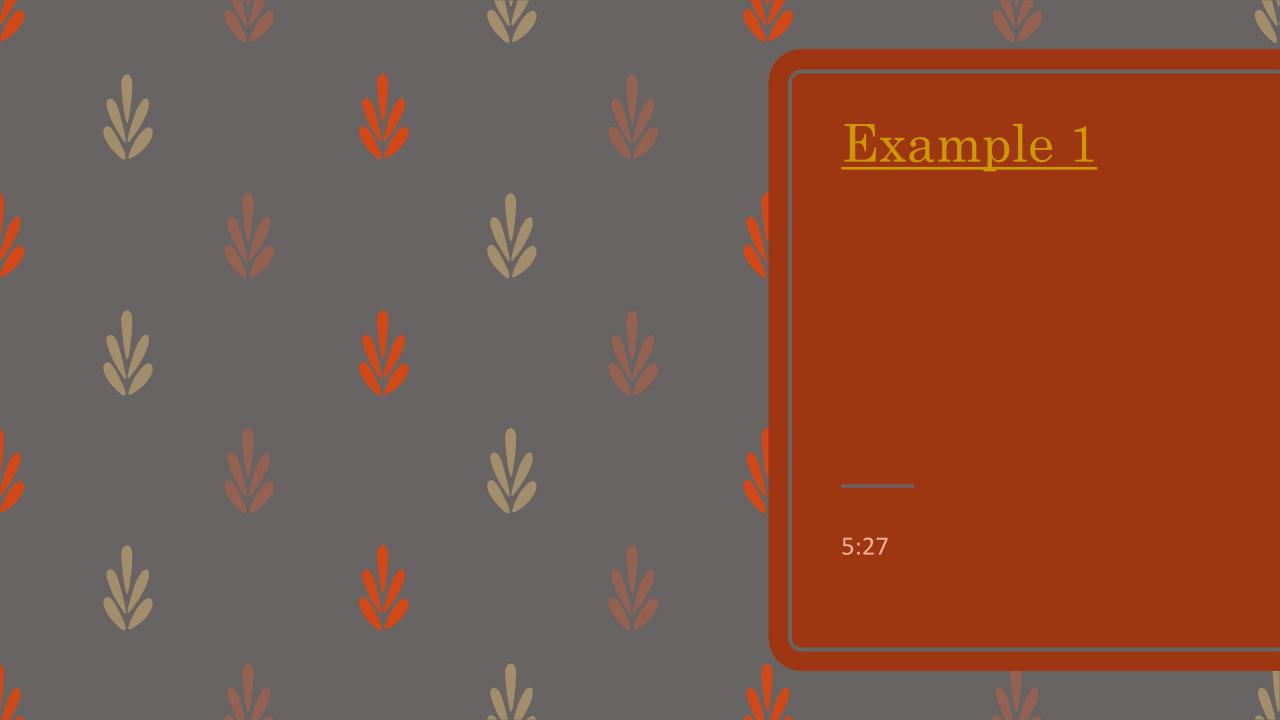
- culture
- ☐ listening skills
- complement written texts



- 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?

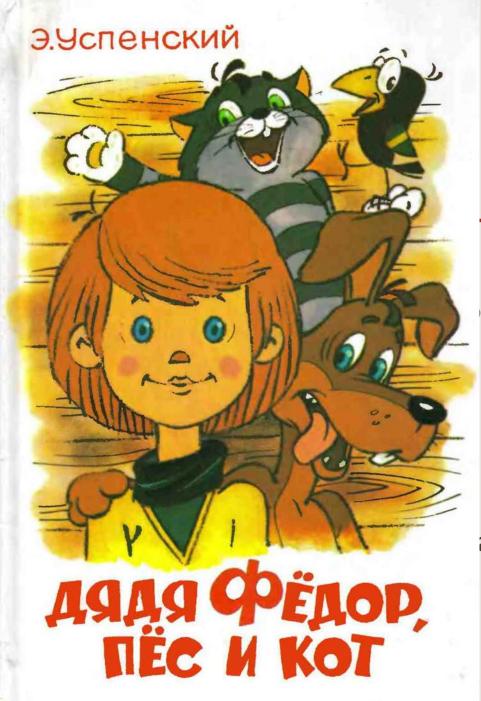












watching...

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?









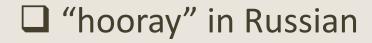




Watch the video again...

































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...



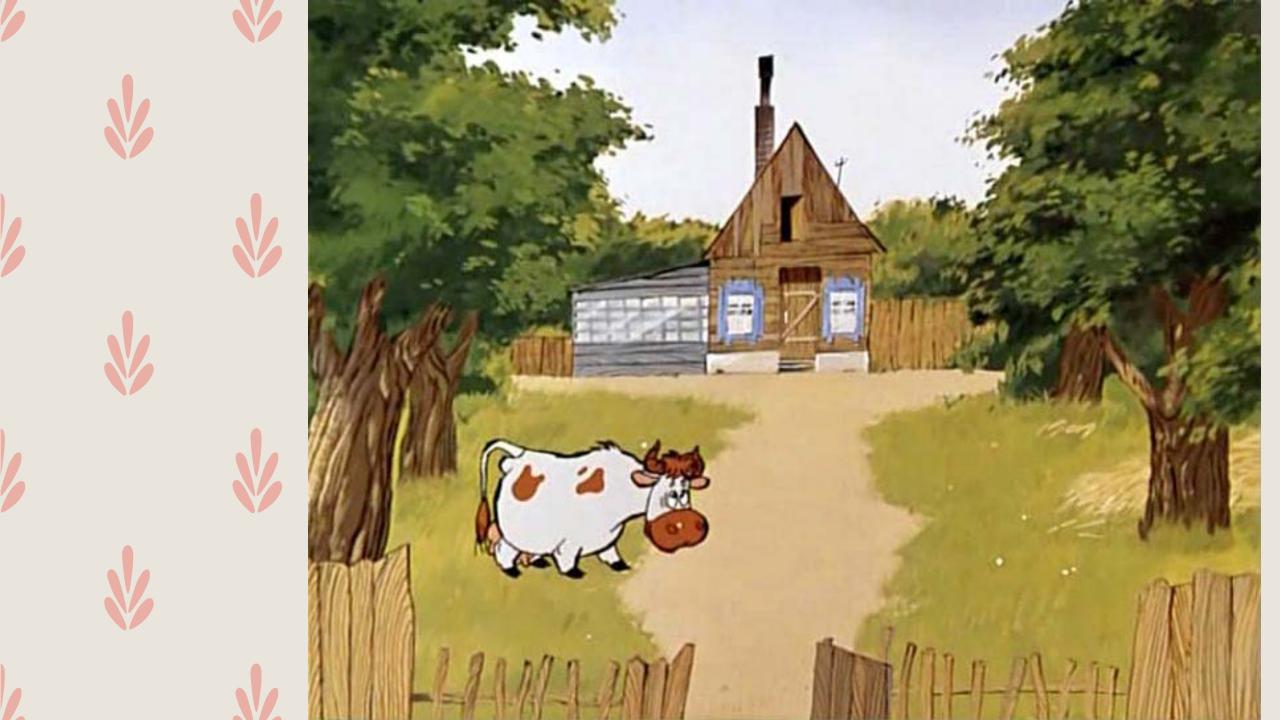














Keys to success

















How do you choose a video?



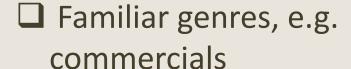


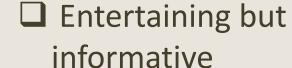






Accurate





- ☐ High audio/visual correlation
- Avoid linguistic and cultural content that is too demanding
- ☐ "Layers"



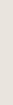






Tip





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
- <u>Italian Example 2</u>



- Arabic <u>Example 1</u>
- Arabic Example 2











Example 2







- preparation stage?
- presentation stage?



u extension stage?







General remarks











☐ Preparation → Presentation → Extension















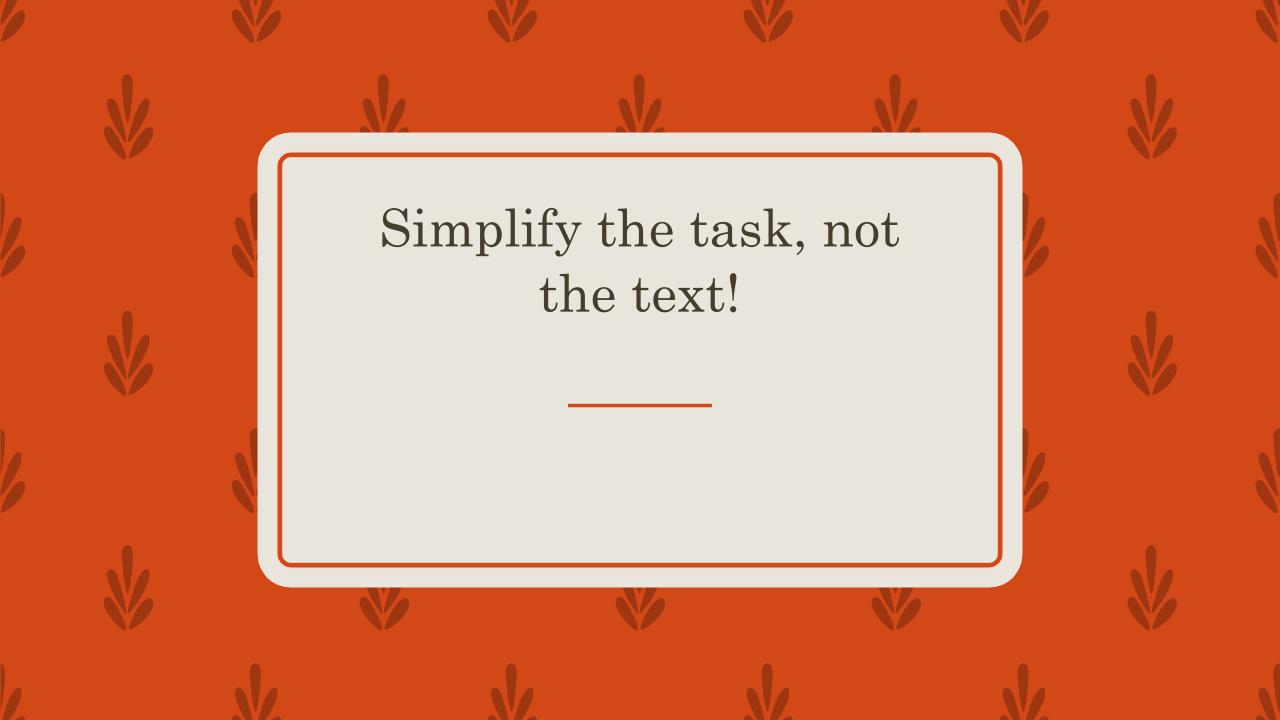


 Don't be afraid to show multiple times, as long as you have different tasks











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









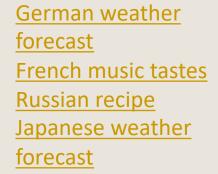
Let's practice!





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.





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).





