

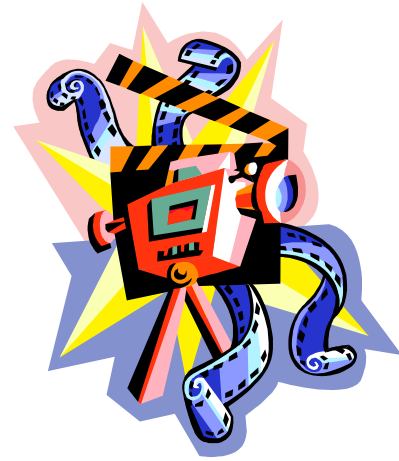
# Video Recipes to Spice Up Grammar Learning



Randall Davis  
Korrin Ebira

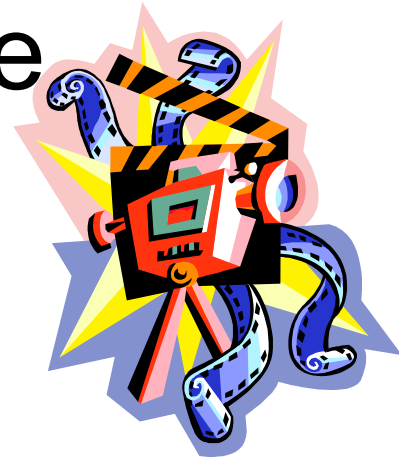
# Workshop Objectives:

- Discuss the rationale behind the use of video technology in the classroom
- Demonstrate interactive activities using video to support grammar instruction in the language classroom



# What video CAN'T do for you . . .

- It can't teach your classes.
- Video is a tool, not a method.
- We often do not capture video's potential because we reduce activities to drill-and-practice exercises



# Erecting the Scaffolding for Structured Language Study

One activity builds upon another and tasks are clearly defined.



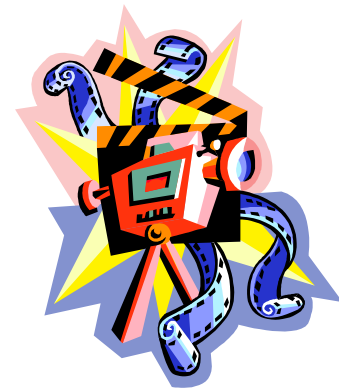
# What video can do for you. . .

- *It can encourage critical-thinking skills.*
- *Logical reasoning isn't something we are born with; it must be nurtured, encouraged, and developed through structured classroom activities.*



# Critical-Thinking Skills

- Traditional exercises only encourage students to give pre-determined feedback (e.g., What's the man's name?, What is he wearing?)
- Focus should be on meaning and new messages, not simply form.



# Promoting Critical Thinking

- ◆ Progress from finding the gist of the conversation, to main ideas, to critical-thinking skills where students construct meaning on their own.

Clarifying

Comparing -  
Contrasting

Discussing  
Cause -Effect  
Relationships

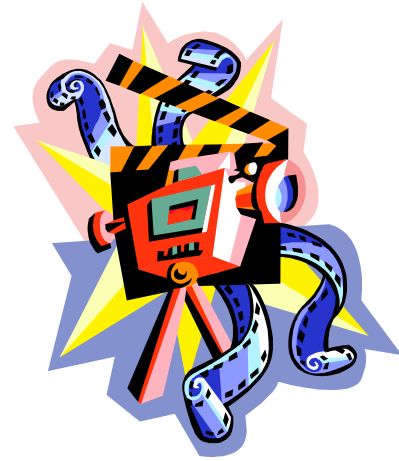
Hypothesizing

Dispelling  
Illogical  
Reasoning

Inferring

I can't get my students to talk . . .

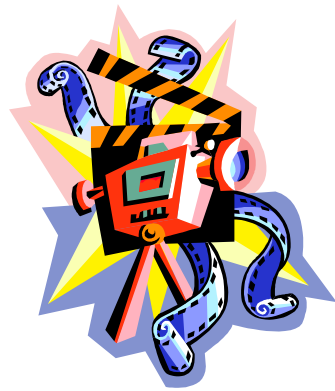
- Is the task worthwhile, interesting, and engaging?
- Is there any connection to real-life tasks?
- Can students see you are sold on the idea and believe it can work?





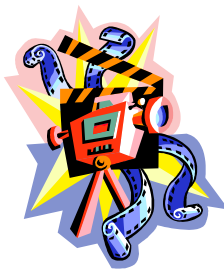
# What video can do for you . . .

- It can encourage critical-thinking skills.
- *Its multidimensional nature can reach students with different learning styles.*
- *It can help students identify and dismantle stereotypes.*
- *It can give students opportunities to practice their language skills in a comprehensive environment.*



# General Suggestions: *Before Class*

- Identify objectives and outcomes.
- Preview the video before you show it.
- Understand copyright law that governs each form of video.
- Select manageable segments of video for your class.
- Think of pre-listening questions that probe students' understanding and pique their interest in the activity.
- Make sure your equipment is working.



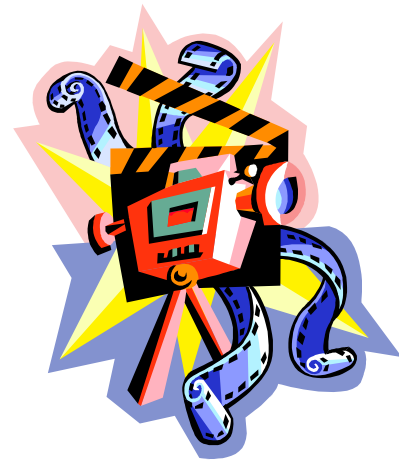
# General Suggestions: *During Class*

- Begin with pre-listening activities.
- Maximize the features of your media player, particularly the pause button.
- Use a variety of exercises that cause students to reflect on, summarize, or form opinions about the content they view.



# General Suggestions: *At the End of Class*

- Provide closure with a Post-Listening activity.
- Assess students abilities in relationship to the objectives of the lesson.
- Make sure assessment tools reflect real-life tasks.



# Video Demonstration Activities

- Grammar Focus and Objectives: To review and recycle two target grammar structures:
  - Present and Past Modals of Possibility and Obligation
  - Real and Unreal Conditionals



# Assessment



- 1. Grammar Competence:** Uses grammar accurately with variety? Adequate vocabulary?
  - Pronunciation of pre-determined areas (word reductions, rhythm, specific sounds, etc.)
- 1. Functional Competence:** Answers the question completely?
- 2. Strategic Competence:** Can use repair language with conversation breaks down?  
Makes use of feedback expressions?
- 3. Sociolinguistic Competence:** Uses language appropriate to the situation?