

Beyond Youtube: Using Videos with Task-Based Learning

Presented by: Michelle Wardman and Dmitri Priven
(With technical expertise from Steven Wood)
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Your Presenters

- Michelle Wardman
- Dmitri Priven



- Why present on *this* topic?
- Michelle – video component
- Dmitri – TBL and audio component

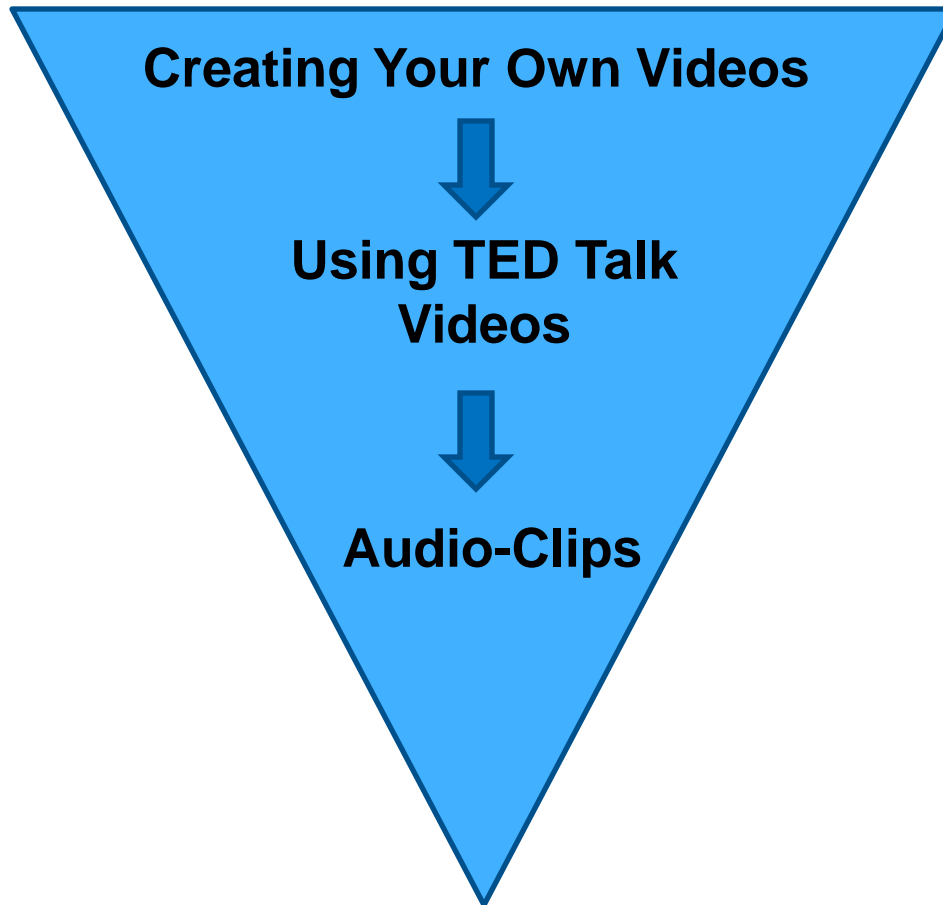
What to Expect from this Presentation

- Video-Based Warm-Up!
- Rationale for creating your own videos
- Re-Cap: Task-Based Learning (TBL)
- Example of self-made video & TBL applications
- TED Talks: rationale and example clip with TBL
- TBL and minimal technology – audio clips
- Q & A (with technical assistance from Steven Wood)

Please save any Qs you have for the end @ 11:30 a.m.

What to Expect from this Presentation

(from the most to least use of technology)



Video-Based Warm Up

- What kinds of sports might this group be practicing for?
 - Why do you think so? Share with neighbour.
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- I doubt that you simply said “No!”
- Classroom application for my current level 5 ESL students: Use the video as a prompt for how to politely disagree and investigate the opinions of others
 - Really? Can you tell me why you think so?*
 - That’s interesting. I see it a little differently. I think...*
 - (Ask Ss for another way of politely disagreeing)

Rationale: Creating Your Own

- + Youtube clips can be great for instructional review, info-gap activities, writing/speaking prompts, etc. **BUT...**
- Can be time-consuming to find videos suitable for classroom purposes; sometimes the video you want simply doesn't exist.

(Films do have value, but what if we want *authentic* materials?)

Rationale: Creating Your Own

Why Create Your Own Videos?

- ❑ Have a **guest speaker** – schedule is no longer an issue
You can re-use clips for future classes; can stop and re-play video content in class as needed
- ❑ Use the technology that students are connected to every day
- ❑ Link topics and focus to existing curriculum content
- ❑ Go beyond simple info-gap activity and **have a more intentionally structured or pedagogically significant activity.**

Intentionally Structured

- In a few minutes, we'll show a clip of a guest speaker who “visited” my class through the medium of video; we will then make links to Task-Based Learning.
- Before viewing this clip, **Dmitri** will review some of the basic principles of **Task-Based Learning** (TBL)
- Using **TBL is one way to intentionally structure and use video content with a more pedagogically significant focus**

TBL at a glance (Nunan 1991)

- An emphasis on learning to communicate through interaction in the target language
- Introduction of authentic texts (teaching materials) into the learning situation
- Provision of opportunities for learners to focus not only on language, but also on the learning process itself
- An enhancement of the learner's own personal experiences as important contributing elements of classroom learning
- An attempt to link classroom language learning with language activation outside the classroom

TASK-BASED LEARNING (THE WILLIS/THORNBURY MODEL)

- TASK: Give suggestions on what to do in Ottawa during Winterlude
- **PRE-TASK** – intro task, vocabulary, schemata
- **TASK 1** → S-S; pair/groups; task done with familiar language; reporting to peers
- **DEMONSTRATION AND LANGUAGE FOCUS** T-S; authentic recording/video → Ss listen for key expressions → analysis → controlled practice
- **TASK 2** → S-S; task reframed and repeated
- Brainstorming
- Fluency work; no concern for lexical or grammatical accuracy; focus on task; report – focus on learning
- Ss have done the task → notice the missing language
- Pushed output → Ss try to integrate what they have learned into a familiar task

TWO APPROACHES TO TEACHING GRAMMAR

PPP

- Presentation → Practice → Production
- Incremental learning model
- Accuracy precedes fluency (focus on form then meaning /use)
- Predictable learning pattern and predictable grammar syllabus – easy to teach/control/evaluate

TTT

- Task → Teach → Task
- Fluency precedes accuracy (accuracy is achieved through fluency)
- Fine-tuning of the grammatical system
- Grammar learning is organized around real world tasks/communicative functions
- Students try using the target structure through a task, receive feedback, then retry a modified task
- Experiential learning – learning by doing

Back to Videos:

Do I Need to Be Tech-Savvy?

- If I can do this, so can you!
- Case in point: this is my cell phone



And...notice the absence of a “clicker”(?) for this presentation.

Video: Guest Speaker

- Linked to “Education” theme in my level 5 textbook
- I could do pre-listening vocabulary, play video and then ask listening comprehension questions
- **But I could also focus on the language used by the speaker = link to Task-Based Learning**
- Watch the video and consider this pedagogical question:



“How could you use this video with a Task-Based Learning approach in mind?”

Post-Video Discussion

❖ Check in with neighbour: **How could you use this video with a Task-Based Learning approach in mind?**

❖ This is how I've used the video with links to TBL:

1. Academic Word List (AWL): *aspect, role, component*
2. Use of adverbs (“think *differently* and *critically*”)
3. Verb tenses: simple present and present perfect
(“*I meet with Ss regularly; It's been a life-long goal*”)
= **Many possible applications** for modeling language!

Technology Used (In Brief!)

I started with simple 2011 SONY digital camera \$120

- DSC-W310 “Steady Shot”
 - 12.1 Mega Pixels and 4 X Optical Zoom
 - **If your students are forgiving and don’t care about the sound in recordings, you can use this kind of digital camera to record guest speakers** (need to stand close to record subject)
-

I now also use JVC Everio with 40 X Optimal Zoom (HD) \$250

I transfer images using a USB cable from my camera and my camcorder to my laptop; I then save to USB key or desktop

- Email me if you want any more details!

Michelle (the basics): wardmam@algonquincollege.com

Steven (advanced tips): woods@algonquincollege.com

Creating your Own Not for You?

- Don't have time or inclination to find guest speakers and then record them?
- Your school doesn't have a camcorder or digital camera, you don't own one and don't know anyone who wants to share?
- Not convinced by me that camcorders (or even digital cameras) are easy to use?

Well, let's talk about **TED Talks online!**

. . . **Have you seen or heard of TED Talks before?**

Why Use TED Talks

- Most students, all of ages, really like TED Talks
- Excellent visual and audio quality - most of the time
- Diverse range of topics presented by content specialists:
TED MED, scientific, business, social-justice, psychology, technology, humour, etc. = something for everyone
- Encourages life-long learning (for you and your students)
- Google “TED Talks” and you get <http://www.ted.com/talks>

Example of TED Talk Used

- Found by using “Inspiring” and “Most Viewed” options
- Linked to “Business” and “Entrepreneur” theme for my level 5 students in their listening and reading textbooks
- Chosen for quality of recording and general interest!
- Used for vocabulary and listening comprehension questions
- Used also for relevance of the “**I’d like to**” expression

Please do the Following:

1. Watch the clip.
2. Every time you hear the words “**I’d like to,**” raise **yellow** paper

Want to Keep Things Simple?

If TED Talks isn't for you, well . . . time to shift gears!

Dmitri will now discuss how we can use audio clips while making links to Task-Based Learning.

Teacher-Created Audio Clips & TBL

- TBL: Audio clips for demonstration/ language focus
- **PROCEDURE**
 - 1) Identify the communicative objective of lesson
 - 2) Perform the task yourself with a friend/co-worker + record
 - 3) Follow the steps of Willis/Thornbury TBL lesson (your authentic conversation is part of the DEMONSTRATION/LANGUAGE FOCUS stage)

Ready-made audio clips and TBL

- Ditto - except you'll need to find a ready-to-go listening passage to serve as the DEMONSTRATION/LANGUAGE FOCUS stage of your TBL lesson

TBL with audio in LINC: a material development exercise

- Review the competencies for LINC 4 and 5
- Select a potential theme (from your standard LINC themes)
- Select a particular listening/speaking competence and discuss a potential DEMONSTRATION/LANGUAGE FOCUS listening passage you can record (topic, participants, script)
- Would it be easier to create this material from scratch or try to find a ready-made audio?

Thank You!

Q & A

(Pedagogical questions first, then technical Qs)

Michelle: wardmam@algonquincollege.com

Dmitri: privend@algonquincollege.com

Steven: woods@algonquincollege.com