Techniques with limited preparation time

1. **Vocabulary using video imagery**
   - **Objective:** Connect images to words, create knowledge of what we already know, build personalized libraries of vocabulary. Introduce the topic for the lesson or day with a relaxed tone.
   - **Pre-viewing:** Ask a few questions about students’ favorite animal, if they prefer the sea to the mountain, solicit questions with vocabulary.
   - **During:** Students watch video writing down words associated with the images and their textbook vocabulary.
   - **Post:** Students respond to the question on the board: Do you like the video/ what do you think with modeled responses on the board. Students read list to classmate. Students share lists with class.
   - **Expansion:** Add to the vocabulary list with student centered interest answering their questions for additional vocabulary names of words students see and don’t know the name for in the Target Language.

2. **Introducing Grammar topic/concept**
   - **Objective:** Introduce the grammar with a video that provides the key concepts or a leading question into the lesson of the day. Create fun environment. Make the question memorable. Creating an emotional response will wire the language quicker.
   - **Pre-viewing:** None
   - **During:** None
   - **Post:** Use the question or key concepts to lead into the grammar lesson. In this case, I use a clock and ask students to ask me the time, this is the title of the spoof-soap opera.

3. **Writing/Conversation: Acute Listening and spoken fluency**
   - **Objective:** Learn to work with the knowledge base you have as a speaker. Tune your listening skills, highlight the aspect of inter-dependency for communication, mimic natural narration, gain confidence and heighten the importance of vocabulary.
   - **Pre-viewing:** None/make it a surprise or review some key concepts of vocabulary you have been working on. This is shown after students have been discussing the topic for some time.
Incorporating YouTube for Engaging Student Learning

13th Annual Languages Conference Languages Conference, April 21, 2017

Pre-viewing: Students are with a partner. One partner has their back to the screen, the other views and narrates as they watch. Stop in the middle, students switch roles, student two completes the story.
Post: All students view the video in its entirety. Have a discussion about the contents. What happened, what did you expect, what was the ending, relate it to the current topic.

4. Writing:
Objective: Students narrate a visual story applying current grammar and vocabulary.
Pre-viewing: None needed. Options: review content concepts, ask personalized or general questions to prep what they will see. Surprises are good too!
During: none
Post: From writing pairs/groups to tell the story in the video in any tense you are studying. Students present stories post writing.
Preparation: Write a word bank of the verbs you want to incorporate on the board. Include vocabulary you anticipate they will want to include.
I use this with the present tense, stem changing verbs.

Recommendations for Quality videos:

• Short videos (aprox. 30 sec- 7 min in segments)
• Videos with engaging imagery and story
• There is a progression in the video of a story
  (story line, characters, moments of emotional response)
• Animated videos work well for multiple languages and uses
• Many learning objectives can match a video

Organizing videos suggestions:

• Create a channel
• Subscribe to video channels you like
• Organize in a Library by topic, lesson, or level.

Look for hidden gems that have cultural content, video that are flexible for various lesson/levels and add flavor/fun to the class.

Thank You
Before the video - Personal questions

1. What time do you wake up on the weekdays?
2. What time do you wake up on the weekends?
3. Generally, what time do you take a shower?
4. How many times a day do you brush your teeth?
5. Do you put make up on every day? / do you shave every day?
6. How many times a week do you work out?
7. Do you drive to school or do you take a bus?

Durante el video – Visual discriminación - Reflexive verbs

Write from 1 to 9 in which order Mr. Bean’s daily routine occurs

___ He brushes his teeth
___ He puts his shirt on
___ He puts his tie on
___ He works out
___ He shaves
___ He puts his pants on
___ He wakes up
___ He puts his socks on
___ He gets up from bed
___ He puts his shoes on
___ He rinses his mouth

1. What is Mr. Bean wearing when he leaves his house?

2. What does he have to do at 9:00 am?

After the video - Subjunctive

a) Make recommendations for Mr. Bean. What do you think Mr. Bean should you next time?

For example: I recommend that Mr. Bean goes to bed early next time.

1. I recommend that Mr. Bean ____________________________
2. I suggest that Mr. Bean ______________________________
3. It is necessary that Mr. Bean __________________________

b) Describe your daily routine.

Every day I…
Short film: Fresh Guacamole

Before the video - Personal questions

1. What is your favorite fruit?
2. What is your least favorite fruit?
3. What is your favorite vegetable?
4. What is the strangest fruit or vegetables you have ever eaten?
5. What is your favorite kind of food? (ie. mexican, italian etc.)
6. What is your favorite dish?
7. What is your favorite restaurant?
8. What is your favorite drink?

During the video - visual discrimination

Use your imagination and write Yes or No in front of the ingredients that appear in the video.

___ Mushroom
___ Avocado
___ Salt
___ Garlic
___ Parsley
___ Cilantro
___ Lettuce
___ Lemon
___ Radishes
___ Pepper
___ Green chilis
___ Carrot
___ Tortilla ships
___ Onion
___ Broccoli
___ Tomato
___ Squash

After the video: Reflexing

a) In small groups answer the following questions:

1. a. What ingredients can you add to the guacamole to make it better?
   b. What kind of object can you use to replace that ingredient?
2. What is the irony of the title “Fresh guacamole”?
3. What kind of dishes do you like to eat with guacamole?

b) In small groups write your own guacamole recipe. Make sure that your guacamole recipe is different from the one on the video.
Incorporating YouTube for engaging student learning

For the World Language Classroom

Claudia Woodard & Dora Schoenbrun-Fernández
Preparation & Planning stages

- Finding quality videos
- Activity Preparation
- Student involvement & output
- Unique hidden connectors with videos

“SUCCESS IS WHERE PREPARATION AND OPPORTUNITY MEET.”

Bobby Unser

www.goodlifeorganizing.net
What is a quality video?

• Short videos (aprox. 30 sec- 7 min in segments)
• Videos with engaging imagery and story
• There is a progression in the video of a story (story line, characters, moments of emotional response)
• Animated videos work well for multiple languages and uses
• Many learning objectives can match a video (visions)
I PREPARED & II SPONTANEOUS

Proper Planning and Preparation Prevents Poor Performance.

Stephen Keague

Spontaneity is one of the joys of existence, especially if you prepare for it in advance.

Alan Dean Foster

PICTUREQUOTES.com
Techniques for Activities with Preparation

- Vocabulary
- Grammar
- *Culture
Vocabulary: Introductory level

- *Fresh Guacamole*
  - Pre-screening preparation-Theme: fruit and vegetables;
    Learning objective: Vocabulary
  - Before viewing
  - Personal questions-Favorite fruits, vegetables and others.
  - During viewing
    - Visual discrimination: vocabulary
      - Post viewing
      - Students output:
        a) open-ended questions;
        b) students create their own guacamole recipe.

• **Mr. Bean Dentist Appointment**
  ◦ Pre-screening preparation-Theme: daily routine; objective: reflexives verbs.
  ◦ Before viewing
    Personal questions-Daily routine
  ◦ During viewing
    • List Mr. Bean’s daily routine.
      ◦ Post viewing
    ◦ Students output:
      a) recommendations
        for Mr. Bean (subjunctive);
      b) students’ daily routine.
  ◦ https://youtu.be/VumrpkJ6RS0
Aunque tú no lo sepas

Pre-screening preparation-Theme: relationships; objective: past tense.

Before viewing

Personal questions- past relationships
  • During viewing
  • List sequence of events
    ◦ Post viewing
    ◦ Students output- students predictions & recommendations.

https://youtu.be/ZmHHGjCf0Pc
II Techniques for objectives with limited preparation time

- For grammar introduction
- For conversation exchanges
- Writing & story telling
- Hidden gems: culture, setting the tone
Cuida el planeta

- Introducing vocabulary topic
  - Students write imagery
  - Testing common knowledge

- [Link](https://youtu.be/nS_I-9uw8lY?list)
Grammar

- ¿Qué hora es?
  - How to incorporate videos for introducing grammar
    - How to find multiple uses for one video
      - Post viewing
        - https://youtu.be/4cKGyOE_jOI
Conversation

- **En la salud**
  - Partner work
  - Viewing two times
  - Responses
  - Objectives: Topic based
  - Learner outcomes: Speaking fluency & listening

- [https://youtu.be/IL9BU6DGZ2I?list=PLc4Sm0Fytbh_NMYSq6pEFOVBGKNGDXREL](https://youtu.be/IL9BU6DGZ2I?list=PLc4Sm0Fytbh_NMYSq6pEFOVBGKNGDXREL)
**Culturally infused writing - level 1**

- **Día de los muertos**
  - Preparation: write vocabulary bank & verbs on board
  - Group writing
  - Time: 20-25 min
  - Alternatives

- [https://youtu.be/SSJJi8WH9EY?list=PLc4Sm0Fytbh8JMIPHJ9Q_1BP3M6y24VDz](https://youtu.be/SSJJi8WH9EY?list=PLc4Sm0Fytbh8JMIPHJ9Q_1BP3M6y24VDz)
Organization

YouTube Channel

Organize by topic or level

Subscribe
Questions? Comments welcome

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- Hidden benefits:
  - Jokes
  - Culture
  - Setting Tone
  - Music videos
Short film: “Aunque tú no lo sepas” (2014)

**Before the video - Personal questions:**

1. Are you dating?
2. What is his/her name?
3. In the past, did you have a problem with a boyfriend/girlfriend?
4. What happened?
5. What did you do?

**During the video - Past tense**

*First part (2:53 minutes)* - Write from 1 to 5 in which order the events occur in the film.

__He received a package__

__He called her on the phone__

__She got out from the taxi__

__She spoke with her friend on the phone__

__She found a flower on her purse__

-In small groups describe what do you think it is going to happen next?

**Second Part** - Write from 6 to 10 in which order the events occur in the film.

__He left a flower outside the coffee shop__

__He handed her a package__

__He spoke to her in her ear__

__He walked into the coffee shop__

__He wrote her name on the package__

What is his name? ________________

What is her name? ________________

What was the last sentence written on the picture?

__ “nos volveremos a ver.”

__ “aunque tú no lo sepas esta sonrisa es la culpable de todo.”

How do you think the story it is going to end?

**After the video - Recommendations**

In small groups make recommendations for Adriana a Lucas. What do you think they should do?

I recommend that Adriana____________________________

I suggest that Lucas____________________________