

# Using digital video in the MFL class room

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# HumBox and LanguageBox

**FAVOR Project:** *Finding A Voice through  
Open Resources* (JISC/HEA funded)  
Southampton, SOAS, UCL SSEES,  
Aston, Newcastle

Sarah Hayes

# How can I get involved?

- ▶ Join a community repository like LanguageBox or HumBox
- ▶ Create a profile



The image shows two side-by-side screenshots of user profiles from community repositories. The left screenshot is from LanguageBox and shows the profile of Dragan Milovic, a teacher of Serbian and Croatian at UCL. The right screenshot is from HumBox and shows the profile of Mr Billy Brick, a Languages Centre Manager at Coventry University. Both profiles include a header with navigation links (Browse, Forum, About, Help), a search bar, and a profile picture. The LanguageBox profile includes a biography and qualifications, while the HumBox profile includes interests and a homepage link.

**LanguageBox Profile: Dragan Milovic**  
Teacher of Serbian and Croatian  
School of Slavonic and East European Studies, UCL  
**Biography:** Dragan has been teaching Serbian and Croatian at the School of Slavonic and East European Studies, UCL, since 2000. Apart from SSEES, he teaches Serbian and Croatian at the Foreign and Commonwealth Office, where he has also designed and written exam material and worked as an examiner. Dragan has also been teaching English as a Foreign Language in London since 2006. More recently, he has qualified as a teacher trainer and worked on CELTA courses at International House, Barcelona.  
**Qualifications:** Dragan holds a DELTA in EFL and a PGCE in Modern Languages, as well as an MA in Russian and East European Literature and Culture.

**HumBox Profile: Mr Billy Brick**  
Languages Centre Manager  
Coventry University Languages Centre  
**Interests:** Computer Assisted Language Learning, Visualising Corpora, Open Educational Resources, Student Feedback.  
**Biography:** As well as managing the Languages Centre at Coventry University I am involved in various research projects with the ELPHE Research group  
<http://www.coventry.ac.uk/researchnet/d/782>  
**Homepage:**  
<http://www.coventry.ac.uk/researchnet/d/789/a/5685>

- ▶ Share 'tasters' of your work or bookmark resources you like
- ▶ Find others with similar interests
- ▶ Set up a group for your own institution or team

# Digital media and the modern learner: The role of video in the MFL classroom

Thomas Jochum-Critchley

- ▶ "Good teaching may overcome a poor choice of technology but technology will never save bad teaching" (Tony Bates)

<http://www.tonybates.ca/>

# The digital revolution

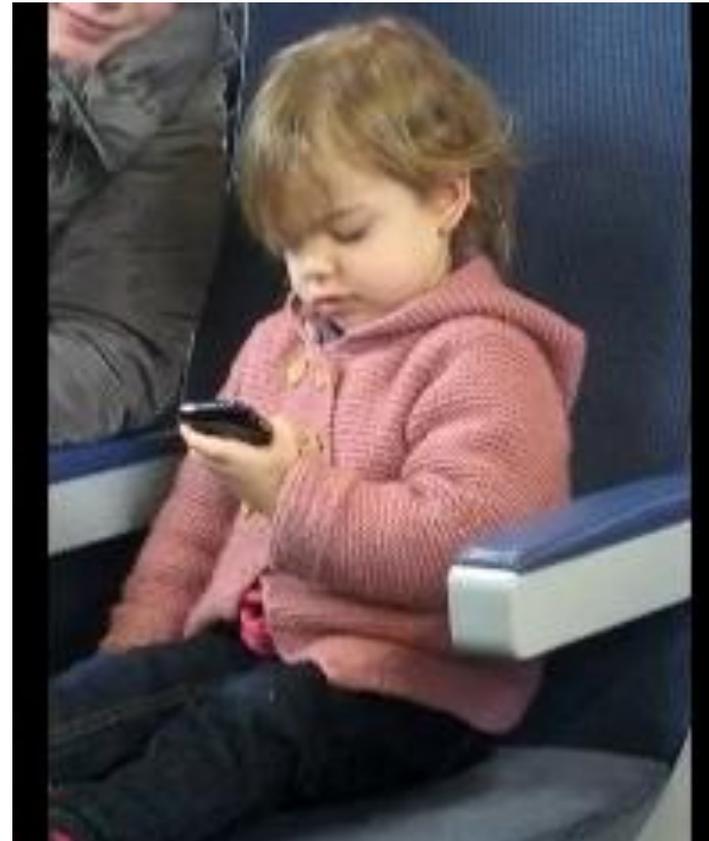


# The digital revolution

- ▶ New modes / channels of
  - ▶ Communication
  - ▶ Relationship building
  - ▶ Entertainment
  - ▶ Play and expression

# The digital native

- ▶ Mobile devices
- ▶ Social networking
- ▶ Slide and video-sharing
- ▶ Web browsing
- ▶ Online Video Games



# Digital divides (Prenski 2001)

“different preferences, tools and ways of processing and using information”

internet  
graphics  
parallel processing  
speed  
random access  
games

printed documents  
text  
serial processing  
research information  
structured access  
work

Digital natives

Digital immigrants

learners

teachers

# A generation?

- ▶ “While the proportion of young people who use the internet and other new technologies is higher than the older generation there are significant differences in how or why young people use these new technologies and how effectively they use them.”

Ellen Helsper and Rebecca Enyon, 2009, p. 3

# Digital nativeness

- ▶ Activity rather than a type of person
- ▶ Experience, breadth of use, self efficacy and education are also important factors
- ▶ “In all cases immersion in a digital environment tends to be the most important variable in predicting if someone is a digital native in the way they interact with the technology.”  
Ellen Helsper and Rebecca Enyon, 2009, p. 14

# Digital natives?

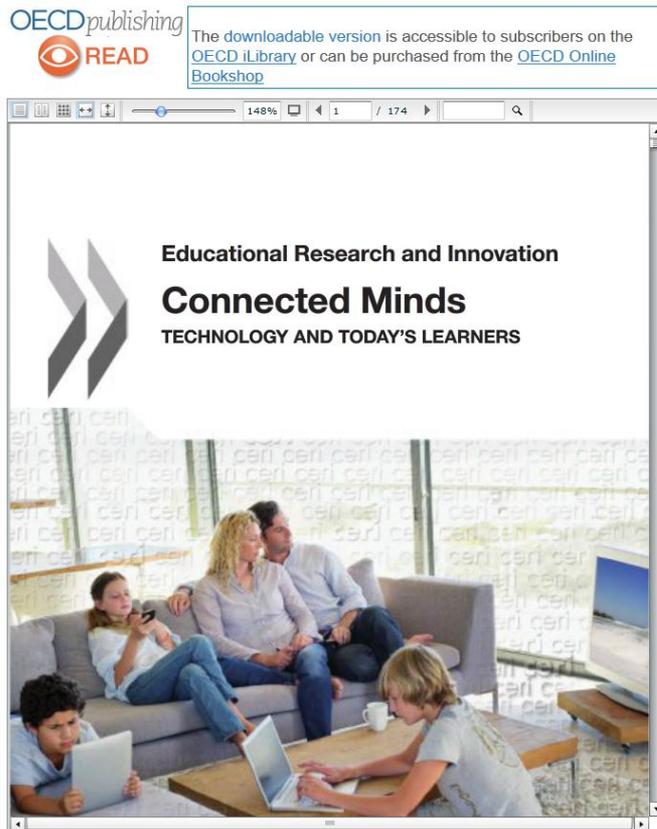
- ▶ “it seems that adults, specifically teachers can ‘speak the same language’ as their students if they want to.”
- ▶ “we cannot assume that just because young people do more of something it is always a good thing”
- ▶ “technology may well play different roles in a student’s lives in and out of school.”

Ellen Helsper and Rebecca Enyon, 2009, pp. 15-16

# Digital revolution

- ▶ Impact on learning and teaching
  - ▶ Knowledge is widely available
  - ▶ New channels of communication
  - ▶ Changing learner expectations?
- ▶ New ways/modes of learning?

# OECD report 2012



- ▶ different student profiles regarding technology adoption and use → digital divides
- ▶ some reluctance towards technology
- ▶ new technologies/media have NOT had critical effects on cognitive skills development

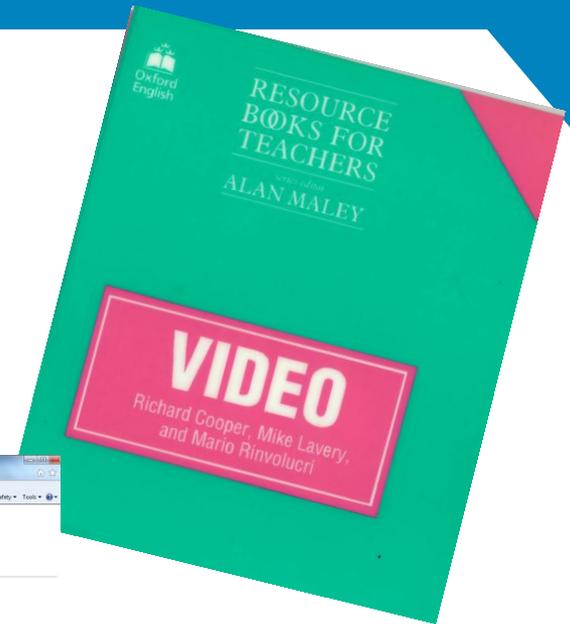
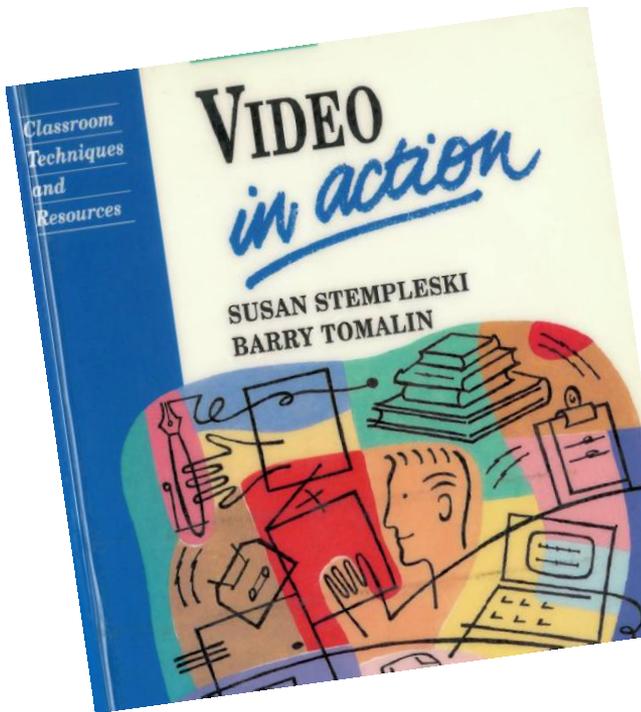
# OECD report 2012

- ▶ “there is not enough empirical evidence yet to support the idea that students’ use of technology and digital media is transforming the way in which they learn, their social values, their lifestyles, and finally their expectations about teaching and learning. In particular, students’ attitudes towards technology use in teaching and learning appear to be far from what many would wish to be the dominant patterns that would emerge. [...] Most of them do not want technology to bring a radical transformation in teaching and learning but would like to benefit more from their added convenience and increased productivity gains in academic work.”

# Language Learning

- ▶ Communicative competence
  - ▶ Knowledge – savoir
  - ▶ Language skills – savoir faire
  - ▶ Learning skills – savoir apprendre
  - ▶ Existential competence – savoir être

# Video in MFL



File Edit View Favorites Tools Help  
http://www2010.psyol.pics.org/publications.html PICS Videoguidelines  
Staff Home Staff Home The University of York Yorkbase Page Safety Tools

## PICS Tips

### PICS Videoguidelines

compiled by  
Rick Altman, Deborah Bjornstad, Rebecca Bohde, Amy Ewing,  
Sue Otto, James Pasick, Patrick Shoemaker, and Susan Skoglund.

The following guidelines should stimulate your work with video in language teaching. They have been developed through the joint efforts of the PICS staff and expand upon the insights of many others who have worked creatively with video in language learning. We have chosen a list-like format that should encourage teachers to scan quickly through the pages to find the argument or technique that best fits their immediate needs. We hope it goes without further saying that these guidelines are not meant to be prescriptive, but provocative; they are ideas, suggestions, perspectives, fragments of a larger universe of possibilities. Please feel free to copy and distribute these suggestions.

- Part A: *Teacher Topics on Video in Language Learning* addresses some of the most frequently heard questions about work with video.
- Part B: *Dimensions of Interactivity* provides a rationale and a chart to guide a teacher's approach to any video segment.
- Part C: *An Activities Inventory* offers an extensive checklist of specific activities for working with video.
- Part D: *Readings* makes a few suggestions for further exploration of this topic.

#### A. Twelve Topics on Video in Language Learning

1. Who needs authentic foreign video?
2. How do I get started working with video?
3. What kind of preparation will help me get the most from a video sequence?
4. What kinds of activities and programs are most appropriate for beginners?
5. How can we get students involved in working with video?
6. How do you get students talking about the video?
7. How much video should I use at one time?
8. How can I help students overcome the urge to translate every word of the video?
9. How do you get at culture with video?
10. How can I work effectively with the news, which seems too difficult for American students and gets dated too quickly?

# Benefits of video in MFL

- ▶ Audio visual text
  - ▶ Real life situations
  - ▶ Authentic language
  - ▶ Non verbal communication
  - ▶ Cross cultural information
- ▶ New skill: viewing skills
- ▶ Motivation

# Purposes of video tasks

- ▶ Listening comprehension
- ▶ Viewing comprehension
- ▶ Speaking / Discussion
- ▶ Writing
- ▶ Note taking
- ▶ Cross cultural comparison
- ▶ Active viewing

...

# Language Learning 2.0

- ▶ New ways of communication
  - ▶ Texts, E-mails, Twitter, Social Networks, Wikis, Pod-casts and Video-casts, Online Gaming ...
- ▶ Relevance of audio-visual communication
  - ▶ Viewing skills / editing skills
  - ▶ Visual learning styles
- ▶ Digital literacy skills
  - ▶ Creating, Organising, Sharing Information
  - ▶ Connectedness

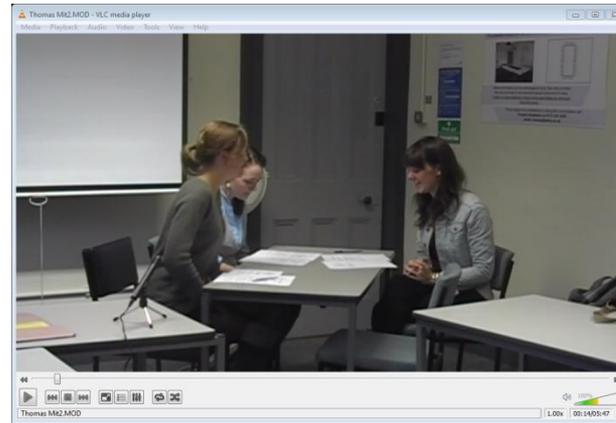
# Digital video –opportunities

<b>Analogue video</b>	<b>Digital video</b>
linear	non linear
restricted	flexible
reception/input	production/output
expensive	cheap
face to face / classroom	beyond classroom
accumulation of information	sharing of information
teacher centred	learner centred
analysing video	doing video

# Doing video

- ▶ Project based learning
  - ▶ Integration of skills
  - ▶ Tangible product → documentation of learning
  - ▶ (Self-) Promotion / showcasing
- ▶ Some ideas for student led projects
  - ▶ Chat shows, News programmes, Advertisements, Documentaries, Short films, Subtitling/ Voice over, Video diaries, Interviews, How to guides ...

# Some examples



<https://dl.dr.opbox.com/u/17365751/CDU%20Werbespot.mp4>

<https://dl.dr.opbox.com/u/17365751/Das%20Geschichtnis%20projekt%20student%20file.avi>



<https://dl.dropbox.com/u/17365751/ERAMSUS%20advert%202.mp4>

<https://dl.dropbox.com/u/17365751/Erasmus%20in%20Leeds%201.mp4>

# To consider

- ▶ Language pedagogy
  - ▶ Relevance of tasks/projects
  - ▶ Authenticity of tasks
  - ▶ Real life audience
- ▶ Technological implications
  - ▶ Availability of hardware and software
  - ▶ Trouble shooting
- ▶ Legal implications
  - ▶ Copyright issues

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# Creative ways of using digital video in MFL teaching

Claudia Gremler

# Creative ways of using digital video in MFL teaching

Claudia Gremler

# Why use video in the foreign language classroom?

- ▶ To train students' **listening** skills
- ▶ To add an audio-visual experience for the students and provide an **alternative or addition to written materials**
- ▶ To facilitate **cultural learning** by giving students a multimedia insight using authentic materials featuring native speakers
- ▶ To provide **input** for group **discussions**
- ▶ To impart/acquire **background knowledge**
- ▶ For **self-study** activities

# Why use video in the foreign language classroom?

Most popular uses amongst MFL teaching staff at Aston University:

- ▶ To train students' listening skills
- ▶ To impart background knowledge in target language taught content classes (CLIL)

Most colleagues source video online and do not edit it!

# What are the benefits from the student perspective?

We asked the second year students on Aston's German programmes. They agreed with these statements:

- ▶ "Visual media helps me understand things better"
- ▶ "I find it easier to concentrate when visual media are used in the classroom"
- ▶ "The use of visual media provides a more authentic access to the foreign culture"
- ▶ "It is important that visual media are accompanied by **tasks and activities**"

# Leading questions for teachers/researchers

- ▶ What are **beneficial** video based activities?
- ▶ What kinds of video based activities are students familiar with?
  - ▶ And are they **successful**? (i.e. do they produce a good learning experience?)
- ▶ What **new activities** can be developed and introduced and how can they be integrated into the curriculum?

# Video based activities

- ▶ We asked students about their previous experience with video based learning activities (at school and in HE). Most were familiar with a **wide range of activities** (listening exercises, group discussions, role play, written content questions, grammar exercises, film/media analysis etc.)
- ▶ They had also previously used many **different types of video** in their studies (documentaries, news programmes, soaps, feature films, shorts, adverts, music videos etc.)

# Video based activities

- ▶ Only very few students had tried **creative activities** such as dubbing, subtitling or producing their own videos.

# ILT (independent listening task)

An example of a self-study video based learning activity:

- ▶ Students are given access to **online videos** and are asked to complete **exercises**
- ▶ The videos
  - ▶ cover a **variety of topics**, some are linked to content covered in class
  - ▶ are edited to **15-20 min** length
- ▶ Students can work at their own pace but need to watch a video **each week**

# Feedback to ILT

- ▶ Has been very **positive** overall (since online video files replaced tapes!)
- ▶ Students value the extra content input as much as the listening practice and the grammar and vocabulary exercises
- ▶ Since this is part of the core language module, students doing only 40 credits get additional content input
- ▶ But:
  - ▶ **Technical problems** keep recurring (VLE)
  - ▶ It's very time consuming to change videos and produce new exercises every year -> a few new titles are added every year to complement the „classics“
  - ▶ The self-study format can be a problem (time management, self-discipline)

# Video based activities in class: Project 1

Using the same group of learners (2nd year students of German) we trialled various activities and then asked for feedback:

- ▶ watching a **short feature film** with a theme linked to core content of the module (career choices)
- ▶ study of a **music video** with accompanying exercises on German slang and discussion of portrayal of Berlin in the song
- ▶ a **video production** activity based on student videos from a Sociology module

The most popular task was....  
the music video

# Video based activities in class: Project 2: adverts

## The Marketing Project in "German for Business II":

Students are given a popular German/Austrian food **product not currently available in the UK.**

- ▶ They are asked to **design a marketing plan** for the introduction of the product in the British market and pitch it to “representatives” from the producing company.
- ▶ This is an **assessed** course work task and a **popular** element of the module.

# Step 1: Studying adverts

<https://dl.dropbox.com/u/17365751/PizzaAnfangOhneTon.avi>

What type of product is being advertised? What is the dialogue? Where is this (country)?

Step 1: The same advert, with sound but without ending

<https://dl.dropbox.com/u/17365751/PizzaAnfang.avi>

How is America (the US) portrayed in this advert?

## Step 1: The full advert (German version)

<https://dl.dropbox.com/u/17365751/Pizza.mp4>

# Step 1: The full advert (Austrian version)

<https://dl.dropbox.com/u/17365751/Pizza%20Austria.mp4>

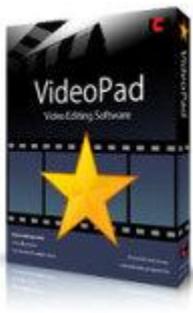
Would this advert work in Austria? What changes are advised?

## Step 2: Video production: Filming an advert

As part of their marketing plan, students are asked to produce a **promotional video** for their product

# Equipment and technical support

- ▶ The students use **flip cams** (or their phones) to record their video and Windows Moviemaker or the freeware application **VideoPad** for editing
- ▶ A brief **written guide** to filming is available on the Aston intranet
- ▶ **Technical support** and advice on basic filming principles is available from two Learning & Teaching Technologists



# Sample products



# One quick example...



<https://dl.dropbox.com/u/17365751/Fizz%20Ahoy%20-%20Medium.m4v>

and another one



# Student feedback

was extremely **positive**.

- ▶ Possible concerns:
  - ▶ How much **language practice** is actually involved?
  - ▶ How **time consuming** is it to produce the advert?
    - > Is the low weighting justified?
  - ▶ Do students acquire **useful** skills?

# Student feedback

- ▶ **“Making an advert helped me develop/practice useful skills”** >65% agreed/agreed strongly
- ▶ **“Producing an advert helped me engage with the project”** >70% agreed/agreed strongly
- ▶ **“This is not a beneficial activity for a language module”** >65% disagreed/disagreed strongly
- ▶ **“Producing an advert is a feature of the marketing project that should be retained”**  
>85% agreed/agreed strongly

# Student Comments

- ▶ “It was as **fun** as it was **educational**.”
- ▶ “Producing the advert **added** more **value** to the project and although it took quite a bit of time to produce it was thoroughly enjoyable and as a result I **enjoyed the project** as a whole **more** than I think I would have done without this element. It is something that really **engaged** us to work on the project.”
- ▶ “I found that making the advert as a group helped us **work better together** and combine ideas in a productive way. I think it also made us **more enthusiastic** about the project and presentation.”
- ▶ “The advert **should continue** to be part of the marketing project. It is very interesting and it **motivates** the group to work well on the project.”

# Results and implications

- ▶ Students experienced various positive learning effects:<sup>\*</sup>
  - ▶ active engagement (involving, motivational)
  - ▶ confidence building
  - ▶ collaborative (team building)

<sup>\*</sup> also evidenced by Jim Coleman (1992), «Project-Based Learning, Transferable Skills, Information Technology and Video», *The Language Learning Journal* , 5,1, pp. 35-37

# Results and implications

The secret of success?

- ▶ This project **ticks many boxes** that are associated with successful learning:
  - ▶ adequate **scaffolding** (theory covered in class) and technological support
  - ▶ **motivational** and **engaging** ("fun")
  - ▶ **contextualised** and part of a meaningful and authentic task
- ▶ In addition: it was embedded in both CLIL and PBL approaches
- ▶ **effort** involved and "**gain**" appear to be well balanced

# Other successful formats / tasks

- ▶ Video diaries
- ▶ Video portraits
- ▶ Tourist guides
- ▶ Interviews
- ▶ News / videocasts
- ▶ Response videos for Youtube
- ▶ Music videos (-> Routes into Languages Pop Video competition <http://bit.ly/SOW69c>)
- ▶ ...

# Divis project



<http://divisproject.eu/introduction>

© adapted from Masats, Dooly & Costa (2009)

# Project work

3 groups:

- ▶ 1) screencasting (Sarah)
- ▶ 2) subtitling / dubbing (Thomas)
- ▶ 3) editing / student led projects (Claudia)