

Second Language Learners Making Video in Three Contexts

By: Amanda, Chelsea, Laura, Talina, Kayla

Activity Instructions

- Create a 2 minute video describing your daily lives
- You are encouraged to use the language you are most comfortable in but if it is not English you must have someone translate it to English while you are speaking
- When you are finished you must upload the video onto youtube and send the link to Talina's email:
tgias071@uottawa.ca
 - (a gmail account is needed for this)
- You have 10-15 minutes to complete this activity

Building Success Criteria

- In your groups write down all the criteria that was given to you before beginning the task
- Please feel free to write down any missing criteria or guidelines that your group feels would have made the task easier to accomplish
- Please decide with your group what the learning goal of this activity was

Context

- L2s and Multimodal literacies
 - Skinner & Hagood (2008)
 - Examines how two children draw upon a variety of literacies to create photo stories
 - Diego and Spiderman; Allie and the "third culture kid"
- Authentic use of language
 - Hofer & Owings-Swan (2005)
 - Importance of including technology in the classroom
 - Creation of "Heritage Minutes" using iMovie
- Video-making with language learners
 - Li (2010)
 - Use of video-making to develop literacy of adult ESL students

Hofer, M., & Owings-Swan, K. (2005). Digital moviemaking—the harmonization of technology, pedagogy and content. *International Journal of Technology in Teaching and Learning*, 1(2), 102-110.

Li, N., & Gromik, N. (Eds.). (2013). *ESL and digital video integration: Case studies*. Alexandria, VA: TESOL Publications.

Skinner, E., & Hagood, M. (2008). Developing literate identities with English language learners through digital storytelling. *The reading Matrix*, 8(2), 12-38

Summary of Article



Introduction

- Video-making projects in Canada, India and Mexico
- Second language learners asked to show what their lives were like
- Instruction in multi-media technologies is infrequent in L2 classrooms

Important vocabulary

- New Literacy Studies (NLS): “literacy as a repertoire of changing practices for communicating purposely in multiple social and cultural contexts” (Toohey, Dagenais, Schulze, 2012, p. 77)
- Multimodal: combining visual, audio, linguistic, gestural, and spatial modes to convey meaning (p. 78)
- Collegial: marked by power or authority vested equally in each of a number of colleagues (Merriam-Webster Dictionary Online)

Match the vocabulary!

Collegial

Differentiation

Multimodal

New Literacy Studies

- “Literacy as a repertoire of changing practices for communicating purposely in multiple social and cultural contexts” (Toohey, Dagenais, Schulze, 2012, p. 77)
- Combining visual, audio, linguistic, gestural, and spatial modes to convey meaning (p. 78)
- Marked by power or authority vested equally in each of a number of colleagues (Merriam-Webster Dictionary Online)

Summary of Article



Hypothesis

- Video production's incorporation of written, visual, and aural modalities in the planning and script-writing phases offers students practice opportunities and can offer teachers insight into students' strengths and weaknesses in literacy practices. (p. 79)

Participants

- India: children received Tibetan-medium instruction from kindergarten to grade 5, then English immersion from grades 5 to 12
- Mexico: children were between the ages of 8 and 12 years old, and attended Spanish language elementary school
- Canada: children attended a suburban elementary school and received instruction in English

Summary of article

Videos

- Canada



- Video intended as a preliminary video as a prelude to more formal video later
- Video was produced and packaged in a DVD, with introductory menu screen and title “Hello from Canada”

- India



- 39 minutes long
- Opening slide displays Tibetan prayer flags, a full class “Hello” in Tibetan & on-camera individual introductions to all participating students
- The video’s rolling credit sequence plays to a Green Day song

- Mexico

- Video lasts 21 minutes
- Provides a tour of various locations in and around the community library
- Children provided direction and student teachers filmed and edited

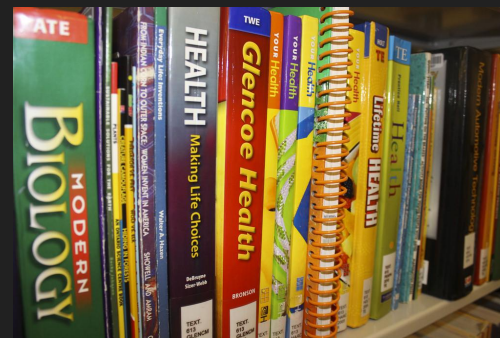


Summary of article



Discussion

- Reported that children's engagement, enjoyment and effort in making the videos were evident
- Unclear how much pedagogical follow-up occurred across the sites beyond showing the videos to children in other sites
- Videos seen as a special project, therefore they were not necessarily integrated with other learning activities or the school curriculum
- A number of logistical details must be incorporated into educator's planning for and undertaking of video production
- Technical capabilities result in a wide range of project implications
- Pedagogical implications



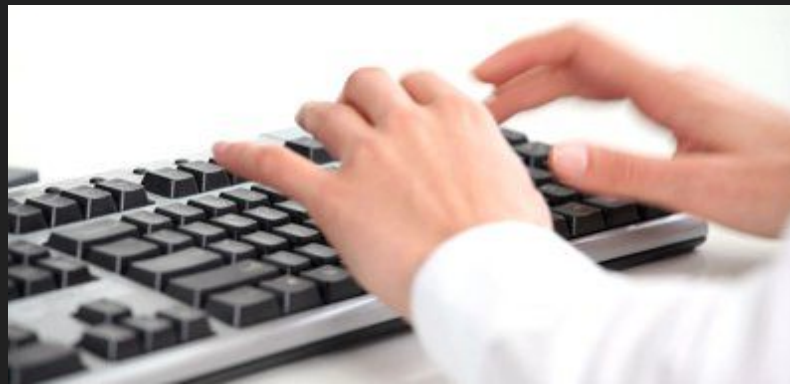
Analysis

	Strengths	Weaknesses
Overall Structure of Article	<ul style="list-style-type: none">● Headings● Bibliography	<ul style="list-style-type: none">● Methodology● Identity of authors● Hypothesis and final results● Timeline of events● Instructions to children
Review of literature	<ul style="list-style-type: none">● Thoroughness	<ul style="list-style-type: none">● Length● Geographical differences



Analysis

	Strengths	Weaknesses
Research Procedures	<ul style="list-style-type: none">● Interviewing and observation	<ul style="list-style-type: none">● Training of student teachers● Clarity of instructions to students
Reporting of findings	<ul style="list-style-type: none">● Analysis of videos● Realism of challenges and implications for teachers● Call for further research	<ul style="list-style-type: none">● Problem with Canadians' video● Uncertainty of authors● Pedagogical suggestions and research



Why Video-Making is Important



Students are now learning second languages from a constant exposure to television, iPads, laptops, iPods, smart phones, and radio

21st century learners require access to these 21st century educational tools (ipads, laptops, ipods, smart phones) and teaching practices, since school instruction should be based on what students bring to student life from other domains of their lives

In this case digital technologies bring students different versions of literacy through visual, audio, linguistic, gestural, and spatial learning styles

Why Video-Making is Important

Technology allows students that are shy, quiet or challenging an opportunity to take ownership of their own learning and become a leader, problem solver, or spokesperson.

Hiding behind a camera relieves the anxiety associated with learning a second language, and provides L2 learners a chance to speak freely without fear of being judged on their accent or pronunciation.





Why Video-Making is Important

The process students go through to plan and write the script for the video not only offers students opportunities to practice their written and aural skills,

it also allows teachers insight into the strengths and weaknesses of the student in literacy practices.

“Video-making engages L2 learners in higher-level literacy considerations like awareness of audience, sequencing, and rhetoric, and that it can lead to activities of critical reflection and agentive self and collective expression” (Toohey, Dagenais, & Schulze, 2012, p. 90)

“Engaging in these powerful multimodal literacies strengthens students’ commitment to and engagement in schooling” (Toohey, Dagenais, & Schulze, 2012, p. 78)

Laura's Experience

- Creating a music video with 9 and 10 year olds at a residential camp
- Selecting the song and filming locations
- Teamwork and compromise
- Counsellor participation



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Amanda's Experience

- Core French classroom
 - Purpose of video-making
 - Cinematography
- Day camp
 - Introduction of video-making into day camp life
 - Students' motivation
 - Student participation
 - Counsellor participation



Talina's Experience in the Spanish classroom

- Used to evaluate oral and written communication for a final project
- Students always seemed excited and engaged when it came to movie making projects
- This was a great way to encourage team work and creativity
- Other examples: promotional videos for the Spanish program at my school, skits performing favorite scenes from the Three Amigos movie, music videos, cooking lessons etc...



Promotional Video

●●● VIRGIN 3:06 PM 78%

← PHOTO ↻

 **senoratalina** 75w

POSTS BY PAGE

 **Aldrey**
4 minutes ago 🌐

Jajajaja! Esto ya se convirtió en una competencia de videos! Otro más de La Lista! Esta vez de L'Essor en Canada! Genial!!!

 **LA LISTA DE L'ESSOR**
www.youtube.com


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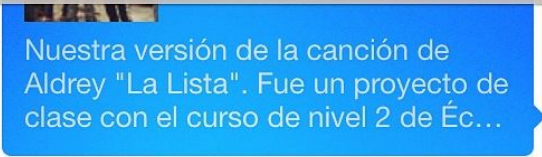
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♥️ 25 likes

●●● VIRGIN 3:06 PM 78%


← PHOTO ↻


 **senoratalina** 75w



2:49 PM

 Wow! Genial!!! Dile a tus alumnos que les mando muchísimos saludos! You guys made my day!

 Unbelievable!!!

 Better than the original! Im not even kidding!

📄

♥️ 20 likes

Sit back and enjoy the show!



Let's Talk!!

1. As a student, how did you feel while completing the task?
2. Would you do this activity in your classroom? Why?
3. Have you done this in your classroom? Were you successful, what would you change?

An Interesting Read

GREG KESSLER

- Teaching ESL/EFL in a World of Social Media, Mash-Ups, and Hyper-Collaboration:

Kessler, G. (2013). Teaching ESL / EFL in a World of Social Media, Mash-Ups, and Hyper-Collaboration. *TESOL Journal*, 4(4), 615-632.

MIN LIU*, CESAR C. NAVARRETE AND JENNIFER WIVAGG

- An investigation of iPod touch Use for English Language Learners in the United States:

Liu, M., Navarrete, C., & Wivagg, J. (2014). Potentials of Mobile Technology for K-12 Education: An Investigation of iPod touch Use for English Language Learners in the United States. *Journal of Educational Technology & Society*, 17(2), 115-126.