

Integrating Video-Based Activities to the SHL Classroom

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Reference links:

<http://www.coerll.utexas.edu/spintx/home>

<http://heritagespanish.coerll.utexas.edu/>

<http://heritagespanish.coerll.utexas.edu/resources/activities/>

(Template of Video-Based Activities for Beginning Spanish Heritage Language Courses)

Video-based activities are presented in three parts: Antes, Durante, and Después. Each exercise may be completed in 30 minutes. However, depending on the number of students, the pace of the course, the Spanish language level of the students, and the particular interests of the instructor, each activity can be adapted to your particular needs. For example, these discussion activities can be used in both face-to-face or online courses. In our case, these exercises were originally created for online courses and presented as asynchronous interaction activities. When used in a face to face situation, the opportunities for student interaction and discussion increase.

Discusión # _____ **Entrevista con** _____

_____ (Give the video a title)

Temas: _____ (Based on the material covered on a specific unit/lesson, give some of the vocabulary and grammar topics related to the video)

Objectives: (The first two objectives are general and can be applied to each of the discussion activities presented)

- ❖ Students will watch an interview clip to practice the vocabulary and grammatical structures under temas. In addition, students will demonstrate comprehension by using complete sentences to answer several questions about the interview clip.
- ❖ Students will become familiar with new words and expressions and their corresponding translation.
- ❖ Students will listen to a brief narrative in Spanish _____

(The third objective will need to be modified based on what is shown on the video clip and it is covered in the lesson).

Antes de ver el video

You are going to watch a video interview with a man/woman who lives in _____
named _____ who talks about _____
_____.

Here are some keywords you might not know that the speaker uses:

Palabras clave (5 - 10 words)

- ❖
- ❖
- ❖
- ❖

- ❖
- ❖
- ❖
- ❖

Based on those keywords, what do you predict _____ is going to talk about in his/her interview?

Durante el video

While watching the video, you may not understand every word you hear. Focus on "Palabras clave", the studied vocabulary, cognates, and context to understand the gist of the interview.

As you watch the video, see if you can find out these bits of information: *(2-4 questions)*

- ❖
- ❖

(Insert the video link from: <http://www.coerll.utexas.edu/spintx/home>)

Después de ver el video

In this section, comprehension is evaluated through the understanding of conversation in context. The questions included under "questions about yourself" and "respond to one of your classmates" can be used as part of an oral or written interview, in pairs or small groups of students on face-to-face courses.

In our on-line courses, these video-based activities have been used to ask students to post two different messages:

- *The first message includes 1 or 2 comprehension questions answered in "questions about the person interviewed" and 1 or 2 questions answered in "questions about yourself". It is suggested that students answer the questions in Spanish.*

- *The second message includes the student's reaction or opinion of what their classmates answered in "questions about yourself". The question for this second posting comes from "respond to one of your classmates". We suggest that students answer in Spanish on the first half of the course and answer in English after they are familiar with the discussion activities and they are more confident in the target language.*

The forum activity on the Learning Management System (LMS) should be set in the option where students have to post their answers before they are able to read the rest of their classmates postings to promote original thought.

Answer the following about _____ and about yourself:

Answer the following questions about _____ : (1-3 questions)

- 1.
- 2.
- 3.

Now, answer the following questions about yourself: (1-3 questions)

- 1.
- 2.
- 3.

Finally, respond to one of your classmates: (1-2 questions)

- 1.
- 2.

Although the video-based activities we present include several questions, not all questions must necessarily be used at the same time. If time allows it and the questions are related to the topic, then all questions could be used for one particular activity.