

# Integrating Video-Based Activities to the SHL Classroom

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# South Texas Valley



# Introduction:

## User-Generated Materials for Heritage Spanish project

### □ Objectives of the project

- Develop material for Spanish Heritage Learners that is linguistically and culturally relevant.

### □ Objectives of this presentation

- Present the collection of videos through which we are developing original material for Spanish Heritage Learners.
- Suggest ways through which video-based material can be integrated in the SHL classroom.
- Talk about different approaches to teaching SHLs and how these approaches can be enhanced by user-generated material



# SpinTX – Spanish in Texas Corpus

Bullock, Barbara E. and Toribio, Almeida Jacqueline. 2013.  
The Spanish in Texas Corpus Project. COERLL, The  
University of Texas at Austin



Authentic Spanish videos for language learning

JW Player

Search full text of transcripts:

Or, select a category below to begin a video search:

Topics **Language Features** Speakers

### SPANISH TEXAS About the Archive

The SpinTX video archive provides access to selected video clips and transcripts from the [Spanish in Texas Corpus](#), a collection of video interviews with bilingual Spanish speakers in Texas. [Learn more...](#)

### Join the community

[Create a free account](#) to start saving and tagging your favorite videos. More features and tools for educators are coming soon!

Username or e-mail \*

Password \*

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# Activity:

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

- Select a video from SpinTX archive and play it.
- While you are watching the video, think on the following:
  - How you can that video be used in class?
  - Is the video related to at least one of the topic covered on your classes?
  - Would any particular content of the video be of more use?
  - How would your students relate to the interviewee and topics?
- Break in small groups, discuss and share with the rest of us

# Initial SHL Material

- ❑ Listening comprehension
- ❑ Critical approach to Heritage Language Learning (Correa 2011):
  - ❑ Inclusion of a sociolinguistic component in the SH classroom
  - ❑ Learning that is meaningful and relevant to the social context of the student
  - ❑ Validation and promotion

# Unique needs of the SHL

Account for...

- ❑ Development of greater literacy and writing skills (Felix 2004; Valdés 1997; among others)
- ❑ Validation and solidification of student's home variety
- ❑ Build and focus on student's knowledge, rather than weaknesses
- ❑ Academic, standardized, prestige variety becomes another register



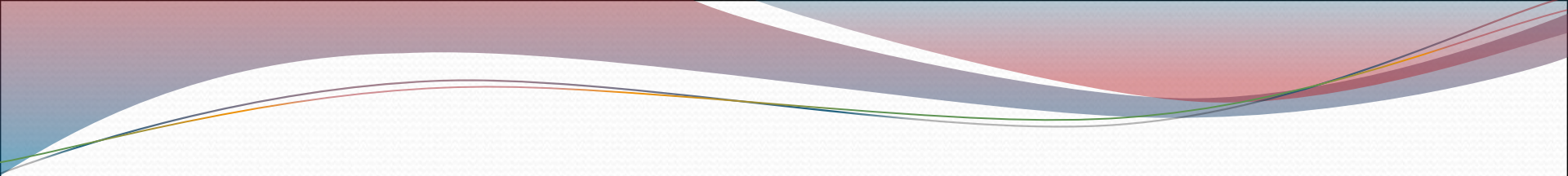


□ Regional variation (Gutiérrez & Fairclough 2006; Bills 1997; Valdés 1997; among others)

□ Register (audience, topic, purpose)

□ Style (formal, informal)

□ Local variety (lexical and syntactic)

- 
- ❑ Cultural component/attitudes (Carreira 2012; Beaudrie et al 2009; Roca 1997; Valdés 1997; among others)
    - ❑ Motivation: integrative (community oriented) or instrumental (career oriented)
    - ❑ Sociolinguistic environment and attitudes towards HL
    - ❑ Role of identity



## □ Spanish language maintenance efforts

- Expanding the active language domains for SHLs  
(Rivera-Mills 2012: 32)
- Maintaining or reinstating functionality of the HL  
(Valdés 1997)

# SpinTX video activities

## ❑ **Some considerations:**

- ❑ Learning level of students in classes
- ❑ Target skill and level importance of developing that skill in classes

## ❑ **Some guiding principles:**

- ❑ Focus on vocabulary and linguistic structures
- ❑ Start with open-ended comprehension questions, end with personalized questions for students related to topic
- ❑ Relate videos to the studied content and topics
- ❑ Use objectives according to the course program and material covered



- ❑ **Some guiding principles (continuation)**

- ❑ Include 5 main steps in the design of video activities

- ❑ Pre-viewing – prepare student for understanding video
    - ❑ Viewing the video while following directions on what to watch
    - ❑ Post viewing to check general understanding
      - ❑ Re-viewing
      - ❑ Assessment

## Antes de ver el video

- Introducing the video, what students are about to watch
- Keywords list
- Ask students what they predict about the video

## Durante el video

- ❑ Make students feel confident about understanding.
  - ❑ Key words
  - ❑ Cognates
  - ❑ Studied vocabulary
  - ❑ Context
  
- ❑ Provide some questions to give some information in order to get students more inquisitive while watching the video

## Después de ver el video

- ❑ Give students some questions:
  - ❑ Questions about the video
  - ❑ Questions about themselves in relation with the video information
  - ❑ Questions to establish interaction with classmates (asynchronous discussion)



# Video -Based Activities' Bank

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

# Discusión 7 Entrevista con Anthony

## Talking about sports

**Temas:** los deportes, el clima, la comida, usos de los verbos ser y estar, tiempo presente, pretérito e imperfecto

### **Objectives:**

- ❖ 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 to identify sports and favorite teams and learn how to describe events that are happening now, and already happened.

# Antes de ver el video

You are going to watch a video interview with a young man living in Central Texas named Anthony who talks about his favorite sport. Here are some keywords used by the speaker that you might not know already:

## Palabras clave

- ❖ a menudo - often
- ❖ atento – attentive
- ❖ bandera – flag, banner
- ❖ campeonato – championship
- ❖ equipo - team
- ❖ humedad – humidity
- ❖ playera – t-shirt
- ❖ porras – cheers

Based on those keywords, what do you predict Anthony is going to talk in his 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:

- ❖ What is Anthony favorite team?
- ❖ Why does Anthony like his favorite team?
- ❖ What city is he living now?

<http://www.coerll.utexas.edu/spintx/video/1483>

## Durante el video *(continuation)*



# Después de ver el video

Answer the following about Anthony and about yourself:

Answer the following questions about Anthony:

- ❖ ¿Qué deporte practica Anthony a veces?
- ❖ ¿Por qué dice Anthony que su corazón es azul?
- ❖ ¿En qué país nació él?
- ❖ ¿Cuál era el color favorito de Anthony antes y cuál le gusta ahora?
- ❖ ¿Qué piensa Anthony sobre el Cruz Azul?

## Después de ver el video (*continuation*)

Now, answer the following questions about yourself:

- ❖ Y a ti, ¿qué deporte te gusta practicar o mirar en la televisión?
- ❖ ¿Cómo es el clima en tu ciudad?
- ❖ ¿Eres fanático de algún equipo? ¿Sí o no por qué?

Finally, respond to one of your classmates:

- ❖ Do you and your classmate have similar sports you like?  
Explain
- ❖ Tell if you know the teams your classmate mentions. Explain your response

# 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.*

## Después de ver el video (*continuation*)

- *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.*

# Después de ver el video (*continuation*)

Answer the following about \_\_\_\_\_ and about yourself:

**Answer the following questions about \_\_\_\_\_** : (1-3 questions)



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



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



## Después de ver el video (*continuation*)

*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.*



# Activity: Group / Individual Presentations

- Volunteers from the audience

# Other possible ways of integrating video-based activities to the SHL classroom

## La actividad de Jasleen

**Discusión Entrevista con Norma**

**Vistas:** Lección

**Temas:** el idioma

### **Objectives:**

- Students will learn new key words and identify how they are used in the context of the video.
- Students will identify how speaking Spanish has helped others.
- Students will understand how Spanish has different variations and not everyone speaks the same way.

# Antes de ver el video (**La actividad de Jasleen**)

You are going to watch a video interview with a woman from El Paso named Norma. She talks about some of the advantages of being bilingual. Here are some keywords you might not know that the speaker uses:

## Palabras clave

- ❖ esposo – *husband*
- ❖ tienda – *store*
- ❖ bilingüe – *bilingual*
- ❖ cliente – *customer*
- ❖ idiomas – *languages*
- ❖ especialmente – *specially*

Based on those keywords, what do you predict Norma is going to

## Durante el video (**La actividad de Jasleen**)

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 How does Norma identify herself?

- ❖ Why does Norma think that she doesn't speak the same Spanish as in other regions?
- ❖ How is Norma's Spanish different from her husband's family?

<http://www.coerll.utexas.edu/spintx/video/395>

# La actividad de Jasleen



# Después de ver el video (student activity)

Answer the following questions about Norma and about yourself

## Preguntas sobre Norma (video)

- ❖ What does Norma think about speaking two languages?
- ❖ Does Norma fully understand the Spanish spoken by her husband's family? Why is this?
- ❖ How has being bilingual helped Norma in her job?

## Preguntas personales

- ❖ Explica algunas de las ventajas de ser bilingüe.
- ❖ ¿Cómo te ha beneficiado a ti el ser bilingüe?
- ❖ ¿Hablas *spanglish*? Si lo haces, ¿crees que lo usas en un lugar o contexto determinado o con una persona determinada?

# Después de ver el video (**La actividad de Jasleen**) *continuation*

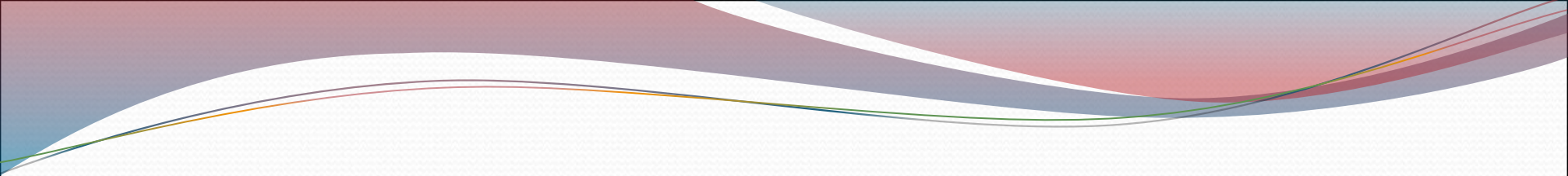
## Responder a un compañero de clase

- ❖ De qué manera estarías de acuerdo o en desacuerdo con las opiniones de tus compañeros sobre el bilingüismo?
- ❖ Piensa en algunas maneras en las que el hablar español te ha beneficiado a ti.
- ❖ ¿Compartes algo en común con tu compañero sobre el uso del *spanglish*?

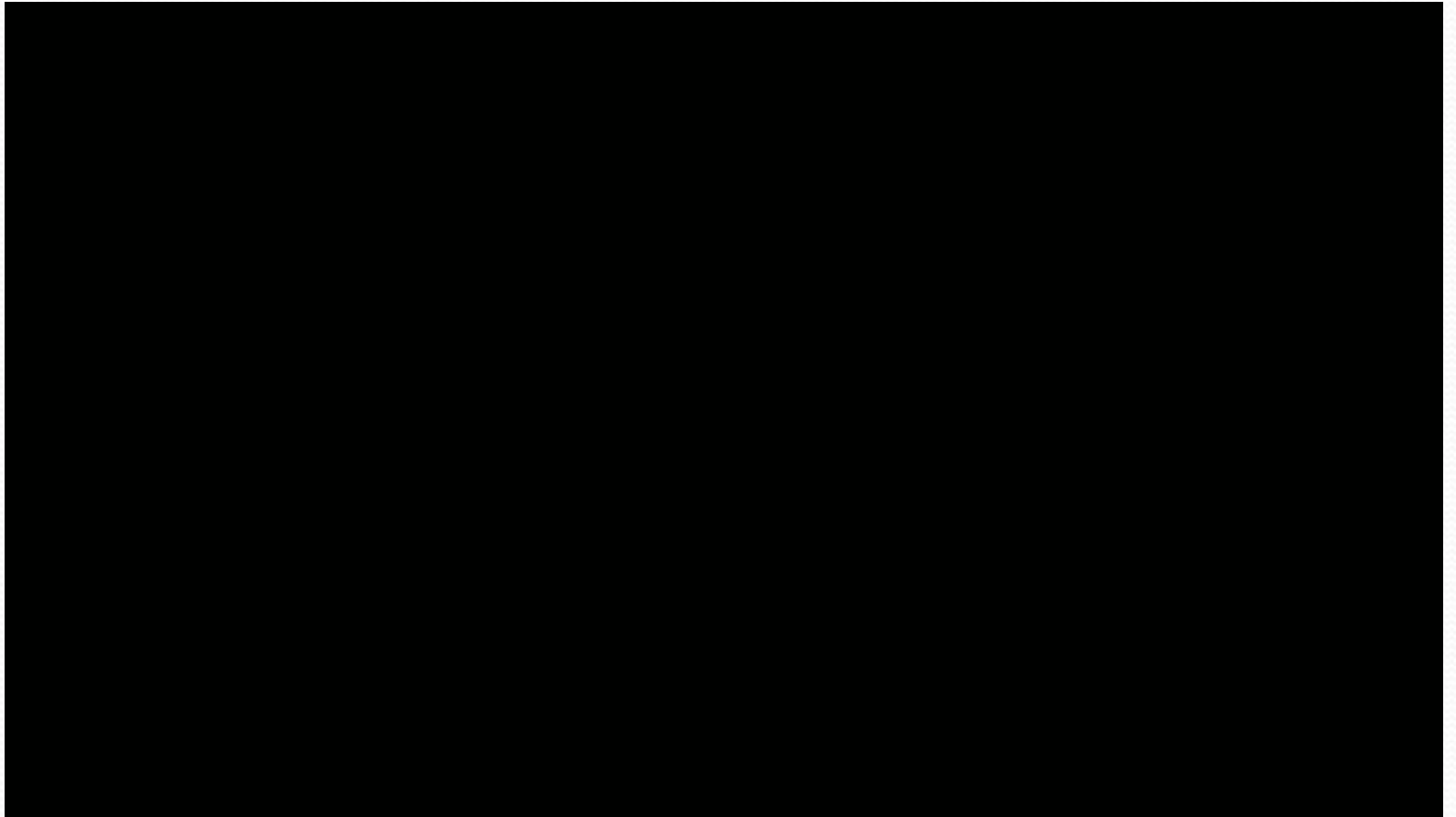
# El video de Carolina, Juventina y Luis

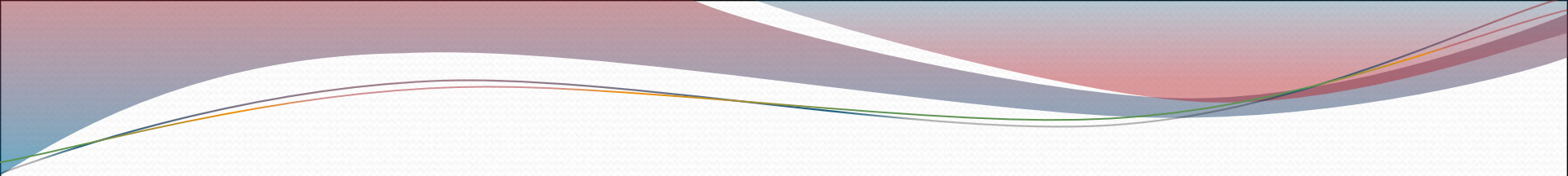




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- How can this video be used in class?
    - What can be done or discussed before, during and after the video?
  - Possible discussion topics
  - Potential writing assignments related to the video
  - Comments

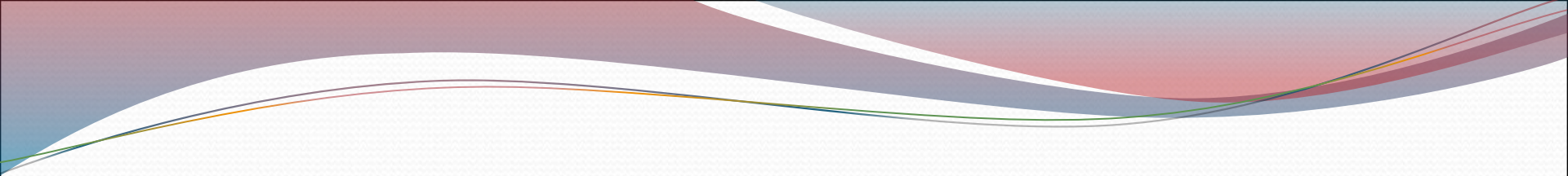
# El video de María



- 
- How can this video be used in class?
    - What can be done or discussed before, during and after the video?
  - Possible discussion topics
  - Potential writing assignments related to the video
  - Comments

# El video de Sarahí

ACTITUDES LINGÜÍSTICAS  
QUE SE TIENEN HACIA EL ESPAÑOL EN EL  
SUR DE TEXAS

- 
- How can this video be used in class?
    - What can be done or discussed before, during and after the video?
  - Possible discussion topics
  - Potential writing assignments related to the video
  - Comments

# Conclusion

- ❖ This is a first stage in our generation of SHL material.
- ❖ We hope to measure how well these activities work with our students: reception, engagement, and development of skill.
- ❖ We also hope to achieve a more realistic portrayal of the variation and culture, while developing SHL listening, reading, and writing skills.

This is a space for Spanish instructors who want to collaborate, share, and communicate with others about heritage language teaching and learning.

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



heritagespanish.coerll.utexas.edu



# Heritage Spanish



Heritage Spanish Café

Resources

Program Profiles

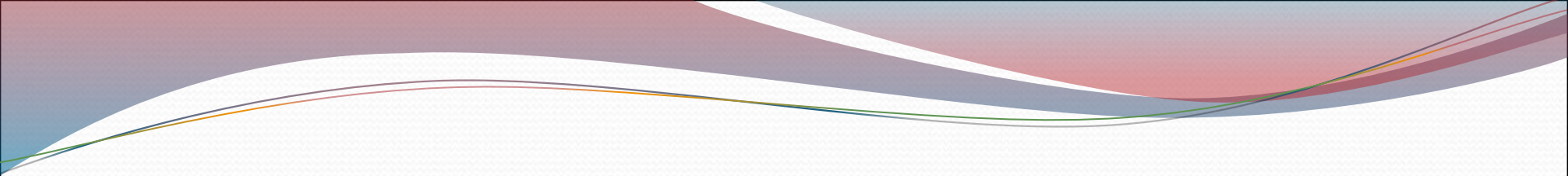
Events

Sign In



**¡Gracias!**





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- ❖ Patricia Mosele, Sarah Sweeney, and Carl Blyth from COERLL.
- ❖ Barbara Bullock and Jacqueline A. Toribio (SpinTX Project)
- ❖ The UTPA & UTRGV Teaching Assistants that have participated in the project

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