Homegrown Media
Creating Video Content for the Classroom
Chad LaRoche
Objectives:

• present an efficient workflow to create your own videos for your classroom
• provide tools that you can use to make videos more interesting
• show how video can be a useful tool for teaching critical thinking
• create your own mini-puppet show movie!
Why video?

- beginners need visual support
- video is information rich
- verbal and non-verbal language in sync
- relationship between people on screen
- social register
- proxemics
- setting
- teach critical thinking skills
- models pronunciation with face and mouth
  (Lynn, 2016)
Why make your own videos?

- customize to what you’re teaching
- build rapport
- bring in the source culture
- teach students to make their own short films
- benefits of seeing and hearing self on camera
- fun!
Making the video
In a perfect world...
In reality...
Shay: What do you usually do on Saturdays?

Ellie: First, I usually wake up at 7:00.

Shay: Do you know WHY I’m so happy it’s Friday?

Ellie: Because tomorrow is Saturday! SATURDAY IS MY FAVORITE DAY!!

Shay: Why are you so happy Ellie?

Ellie: Wellllll.... First, I usually wake up at 7:00.

Shay: Relax Ellie. Why is it so special? What do you usually do on Saturdays?

Ellie: I have so much homework today. Awwwww!!!
<table>
<thead>
<tr>
<th>Video</th>
<th>Audio</th>
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<tbody>
<tr>
<td>-Shay lying on bed typing on computer (long shot)</td>
<td>Elie: Hi Shay!!!</td>
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<td>-Shays concentrating face (close-up)</td>
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Filming

1) 

2) 

3) 

4)
Types of shots

Establishing shot

Two shot

Long shot
Medium-long shot  Big close up

Low-angle shot
Free editing software

- Smartphone apps:
  - Android: PowerDirector
  - iPhone: iMovie

- PC software:
  - Windows Movie Maker

- Mac software:
  - iMovie
Free music!

- freeplaymusic.com
- to use in PowerDirector, download music, put into Google Drive, access from app
Teaching critical thinking with short videos

- especially social or workplace encounters
- focus on:
  - content
  - language
  - pragmatics
  - social communication
  - culture

(Lynn, 2015)
Focus on content:

- What happened in the video?
- Skills: comprehension, summarizing, reporting information
- Classroom activities:
  - comprehension questions
  - wh-questions
  - true/false statements
Focus on language:

- What did they say? How did they say it?
- Skills: grammar, vocabulary, intonation, pronunciation
- Classroom activities:
  - identify the language point
  - practice the language point (cloze activities, pair read-alouds)
  - apply language to conversations in new contexts
Focus on pragmatics:

- What does she want? How does she ask for it?
Focus on pragmatics:

- Skills: making inferences, analyzing language usage, supporting generalizations with evidence, identifying conflict, solving problems
- Classroom activities:
  - generate and practice alternative language to accomplish same purpose
  - role-plays on problem solving scenarios
Focus on social communication:

• What is their relationship? How do you know?
Focus on social communication:

- Skills: recognizing and using body language, register, conversation cues
- Classroom activities:
  - perform and video-record role-plays
  - analyze student videos for social communication
Focus on culture:

- What are their values? How do you know?
Focus on culture:

- Skills: making evidence based-generalizations using details, identifying cultural values and assumptions
- Classroom activities:
  - analyze language in video to support generalizations
  - explain values in oral or poster-board presentations
References


**Prompts:** Story telling using past tense (First, next, then...), talking about future plans, conversation about crazy things characters have done using present perfect, conversation using phrasal verbs, story using the passive voice

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