

JAMIE KEDDIE, 2015

VIDEOTELLING.COM

## Video cameras in the hands of learners



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1. Materials
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VIDEOTELLING.COM



## Jamie's resources

### Videotelling:

[www.videotelling.com](http://www.videotelling.com)

As a teacher, I tell stories that are derived from the narratives of short videos. I call this 'Videotelling'.

I have set up the Videotelling website and YouTube channel to share and explore possibilities with other teachers.

I am also writing an ebook which will contain 15 stories for you to tell in your own classroom as well as advice on how to develop your own storytelling techniques. It will be available in 2015.

Please subscribe to the website for news and updates, and a discount on the ebook when it is available.

Videotelling YouTube channel:

<https://www.youtube.com/channel/videotelling>

Subscribe to  
my site!



### Books:

- \* *Images* (Oxford University Press, 2009) [[Link](#)]
- \* *Bringing online video into the classroom* (Oxford University Press, 2014) [[Link](#)]
- \* *Videotelling* (Coming in 2015) [[Link](#)]



[www.lessonstream.org](http://www.lessonstream.org)

## Part one: Materials creation

Teachers can use video-recording devices to obtain spoken texts for the use of language study in the classroom. Here is the example that we looked at:

1. Imagine this: a teacher is going to do an activity in which students have to guess what is happening in a mystery video. Students will hear the video but won't see it:

\* Two little girls video: <https://www.youtube.com/watch?v=Bn6QayP1fD0>

\* Sneezing baby panda video: <https://www.youtube.com/watch?v=FzRH3iTQPrk>

2. In preparation for an activity like this, teachers can use video-recording devices (a mobile phone, for example) to obtain samples of spoken texts. For this purpose, they should find a friend or colleague who speaks good clear English and who communicates well.

In the following video, I gave my three colleagues (Alan, Jo and Rod) the same task that I was going to give my students.

<https://www.youtube.com/watch?v=b5Ej8fMGjaw>

3. Later, in the classroom, I used the video:

- To model the language that students would use themselves (i.e. draw attention to narrative tenses to talk about video – most notably, the present simple meeting the present continuous.)
- To model to the task (i.e. show students what I wanted them to do.)
- To provide a stimulus (i.e. present students with some people's theories about the mystery sound that they can either react against or agree with.)



## Studying spoken language on video

By transcribing the spoken words in a video, we can set up activities that involve language study. Importantly, we can make adaptations to the text to shorten it, simplify it, tidy it up, remove cultural references, remove low frequency words and phrases, etc.

Compare the following two versions of Rod's text:

*This is a squirrel or a similar animal, and it's eating something. I'm not sure what - it might be nuts or something like that.*

*Anyway, it's the sound of an animal's jaws going nom, nom, nom ...*

*And at the end, I think that it gets a shock because there's a kind of scream and I think that the squirrel runs away.*

*This is, eh, a squirrel or a similar gnawing animal and it's, em, it's eating something - I'm not sure if it's, eh, maybe crunching away at the bark of a tree or it's crunching, em, a pine cone or some nuts or something like that.*

*Em, anyway, it's the sound of an animal's jaws going nom, nom, nom ...*

*And, em, just at the end, eh, I think it must have got a shock because there's a kind of, em, there's a kind of scream and, and I think the squirrel runs away at that point.*

*But any, anyway, I think it's a squirrel, em, and almost certainly eating something.*

Teachers now have some valuable material for language teaching. Of course, they will then have to decide how they are going to use the material in the classroom.

Note that teachers can make use of both versions of the transcript – the original and the adapted. I would usually recommend working with the adapted version first and then moving onto the original version. By comparing the two versions, we can draw attention to natural features of spoken language (ellipsis, hesitation, the use of vague language, etc.)

In this part of the talk, we also looked at the following two videos:

\* What are you doing at the weekend?

<https://www.youtube.com/watch?v=Pv2xlzTYJwI>

\* Would you rather ...?

<https://www.youtube.com/watch?v=grpNJ-lEn9I>

*Please note that the full *Would you rather ...?* activity will be going on my [lessonstream.org](http://lessonstream.org) website in the next few weeks.*

## **Part two: teacher training and development**

In this part of the talk, I showed a short clip of myself in the classroom. I was telling my students a 'dialogic' story called *The scratch card story*.

I will be uploading this video, and a few others like it, to my YouTube channel very soon (see page 2 for details).

The story was called *The Scratch Card Story*. You can see the whole version here:

<https://www.youtube.com/watch?v=Tt-sMAP3kqE>

## Part three: student-generated videos

In this part of the talk, I referred to a project in which students made videos to describe their favourite TV adverts. Here is a link to the project:

<http://videotelling.com/2015/01/videotelling-an-advert/>

I also showed a video in which a student told her 'breakfast story'. Here it is:

[http://youtu.be/\\_SBROfSc9Ak](http://youtu.be/_SBROfSc9Ak)

Here are some thoughts about setting video tasks for students:

### 1. Put video cameras in the hands of learners

In fact, this should say: make use of the technology which is already in the hands of learners. Here, we are talking about smart phones and tablet computers.

There are many reasons for doing this: it gives students creative control, it allows them to own the digital content and importantly, it also opens the learning space so that students can create content outside the classroom.

### 2. Give students a choice of medium for a task

Spoken words on video are an alternative medium to written words on paper. For many tasks, we can give students a choice - they can either do a written assignment or create a video selfie. This means that if students really don't want to use cameras, they do not have to.

Here is an instructional video for students which which I demonstrate how to make a good video selfie:

<https://www.youtube.com/watch?v=EN402iq62Us>

Some example tasks:

- \* Review a book, film or computer game
- \* Tell a story or a joke
- \* Describe a TV advert

### 3. Provide students with a video model

A video model can provide students with a sample of the language that they are expected to use in the task. It also provides them with an idea of the product (i.e. the video) that they are expected to create.

Show students good quality videos produced by other learners or YouTubers. Here are three model tasks that I made myself:

<http://videotelling.com/2014/12/video-selfies/>

### 4. Set commentary-only tasks

In a commentary-only video, you can hear students but you can't see them. The breakfast video above provides an example of this.

Commentary-only video tasks can be less stressful for students who do not like to be filmed. It can also be easier to get permission from parents to make videos like these.

### 5. Scripting possibilities

Compare Queen Elizabeth's presenting style with Barack Obama's. The Queen reads her speeches eyes down (boo!) whereas Obama reads his eyes up (hurray!) Find videos of each on YouTube and let students decide which they prefer.

When creating their 'talking head' videos, students can make use of:

- \* Scripts
- \* Bullet points
- \* Memory (learn a script off by heart)
- \* Teleprompter apps

The best teleprompter app that I have found is Prompterous:

- \* Apple [here](#)
- \* Android [here](#)

I also demonstrated how students can make use of an editing technique called 'jump cuts' (remember when I spoke Hindi?) In the next few weeks, I will be making a video for students in which I demonstrate this technique. Subscribe to [videotelling.com](http://videotelling.com) or my YouTube channel to make sure that you get it!

**6. Set collaborative tasks**

Collaborative tasks can include filmmaking competitions or questions and answer video exchanges between students on different sides of the world.

**7. Give feedback**

With students' permission, you can play their videos on the classroom projector and make use of the pause button to give feedback.



During feedback, you can draw attention to / ask students to consider any of the following:

- \* Overall communicative effectiveness (eyes up, use of gesture, etc.)
- \* Technical aspects of the video
- \* Use of markers, connectors and fillers
- \* Pronunciation, stress, phrasing and intonation
- \* Range of vocabulary
- \* Grammatical accuracy

Alternatively, put students into pairs and get them to give feedback on each other's videos.

\*\*\*\*\*

Great to meet you all in Mallorca. Thank you for being such nice people to work with. I hope to come again!  
 Jamie :)