

Video-mediated listening and interpretive communication in the multiliteracies framework


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Outline

1. What is video-mediated listening?
2. How would video-mediated listening be defined within the multiliteracies approach?
3. How do we teach interpretive communication through this kind of listening within the multiliteracies framework?




The top right corner of the slide features a decorative graphic consisting of several overlapping triangles in various shades of pink and magenta, creating a modern, abstract design.

What were your experiences
with video-mediated listening as
a foreign language learner?

Audio vs. Video

- Videos are more authentic in terms of the content, discourse, paralinguistic features, and how they address culture.
- The presence of the above significantly enhances the listening experience.
- Videos include a wide array of available designs absent from traditional audio texts.
- Digital format (easily accessible, shareable, and available)
- Ubiquity - it is the second most consumed type of online content (right after text).
- Familiarity - students are more familiar with that medium than they are with audio (even online audio).





What are some advantages and disadvantages of video-mediated listening? Is it always effective? What would facilitate the use of videotexts in class? What would hinder it?

Video-mediated listening

“An active process in which listeners select and interpret information, which comes from auditory and visual cues in order to define what is going on.” (Rubin, 1995, p. 7)

- It is not an act in which learners passively absorb information (similarly to reading).
- Visual, audio, and linguistic available designs are all simultaneously utilized in the meaning-making process.
- Video-mediated listening is a constructive process, where the viewer plays an active role, as it requires a continuous and intensive interaction between his/her own knowledge and the video text.



What factors will affect the use of video texts in class?

- Students' FL proficiency
 - Prior knowledge about the context of the video text and the cultural norms illustrated therein.
 - Prior knowledge of the genre of the video text
 - One's ability to retain information in the short-term memory while engaging with the text.
 - Students' ability to use effective learning and metacognitive strategies.
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Think of a video text from your textbook? What kind of instructional sequence is developed around it? What phases does it consist of? What is the focus of these phases?

Approaches to video texts

Process-oriented approach

1. Pre-viewing phase: background knowledge activation; discussion of the expectations about the video text.
2. While-viewing phase: Focused on moving the learner from comprehending the gist of the video text to understanding its details.
3. Post-viewing phase: comprised of activities meant to engage learners in productive and creative use of the vocabulary and grammar provided by the video.

The multiliteracies approach

- Video-mediated listening is a socially embedded communicative act involving all dimensions of literacy (including the socio-cultural dimension).
- Facilitates student engagement in language events through multifocal meaning design.
- It allows students to develop interpretive communication.

While experiencing video texts, students engage in meaning design in an effort to decode its content. In so doing, they rely on available designs, accessible to them via the clips.

What are some available designs accessible in video texts?

- **Linguistic:** delivery, accent, dialects, registers
 - **Visual:** colors, lighting, camera angles, movement
 - **Audio:** music, sound effects
 - **Gestural:** facial expression, body spacing, body posture, positioning of bodies in space
 - **Spatial:** landscape, perspective, size
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What available designs can you detect in the following clip?


How do we work with video texts in the multiliteracies framework?

The 4 pedagogical acts:

- Provide means for instructors to systematically guide learners through the complex and multilateral process of meaning design.
- Facilitate learners' access to the language, conventions, cultural content, and other resources / available designs comprising the texts.
- Engage the learners in the processes of interpretation, collaboration, problem solving, and reflection.



Take another look at [the video](#)
and come up with a few
activities informed by the 4
pedagogical acts.



How do these activities fit into
the suggested lesson plan?

Next Meeting

- April 29th, 2019 at 2.30pm in IAB 253
- How can the texts students read contribute to their presentational writing ability?
 - We will revisit the links that exist between reading and writing
 - We will consider how the texts students read can be key resources for improving written presentational communication and facilitating literacy development.
- Chapter 6 from *A Multiliteracies Framework for Collegiate Foreign Language Teaching*



Thank

