

# Video-mediated listening for written communicative competence

Simon Zuberek  
April 25th, 2019

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

What are some advantages and disadvantages of video-mediated listening? Is it always effective?

# 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.
-

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.

How does the process-oriented approach vary from the multiliteracies-informed strategy?

# 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.





DIGITAL  
**EDUCATION**  
**& INNOVATION**  
CEHD | College of Education + Human Development

# Next Workshop (last workshop this semester)

---

- **May 2nd, 2019 at 2.30pm in CLS**
- We will talk about tools bridging reading and writing, capitalizing on the multiliteracies framework.
- Faculty Project Presentation (Asami Tsuda and Fumiko Nazikian) this **Friday at 4pm in Hamilton 503.**

**Thank**

