

Less is more:

Getting the most out of short videos

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BESIG, Sitges 2015



Great videos for in-class use

Balancing entertainment with learning?

OXFORD
UNIVERSITY PRESS

What are your favourites? Why?

Considerations – benefits / pitfalls?

(length, speed, accent, content, wifi access, prep time, &c.)



Simple
English
Videos

Lessonstream

TED
IDEAS WORTH SPREADING



Why do we use video in BE classes?

Focused input & output; relevant to students



- To focus on language
- To motivate students
- To provide business content
- To develop skills
- To work on communication skills
-

Video can engage and stimulate

Buildings & places – Barcelona (lead-in)



- Casa Amatller
- Mercat de Santa Caterina
- Torre Agbar
- La Sagrada (crypt)



Video can engage and stimulate

Buildings & places – elsewhere?

- Barcelona
- London
- Paris
- Berlin
- Dubai
- New York *
- ?



Video can engage and stimulate

Buildings & places - Before watching

Before watching (§ handout)

abandon *demolish*
elevate *estimate*
generate *raise*
redevelop *stretch*
transform



Bankside Power Station, London



Tate Modern (now)



New extension, summer '16

Video can engage and stimulate

Buildings and places, the High Line

While watching (00:00-02:45)

1. What do these numbers refer to?

2 billion	3	3	20	1847
1960s	1980		1999	

2. Why is the High Line 'high'?

What do you think of it?!

The High Line:



"High Line Park (7355180882)" by InSapphoWeTrust
from Los Angeles, California, USA

International Express Upper Intermediate, U9

Video can engage and stimulate

Follow-up? speaking / writing / personalization

- An area for development in your / a town / city
 - Take photos, sketch changes, bring to class & share (Sp)
 - Write a mini-proposal to the local council (Wr)

- A building / place you know well
 - Write a postcard from that place (Wr)
 - Share info in pairs; choose the best! (Sp)

[Dubai] Crescent Moon Towers – plans ... 2020



Video can provide business content

Video as (teacher) support in class



How am I
supposed to
know
everything
about
business?

Video can provide business content

Everyday business – **Before** watching

BRICS MINT
COE ETA IPO CSR
The Big 4 The Big 5 The Big 6 G7
ISP Ltd. LLC MOOC OTC
PR HR R&D VAT VPN RRP ROI
QC NOI HTML FYI AOB CMO B2B

Video can provide business content

Everyday business: CSR

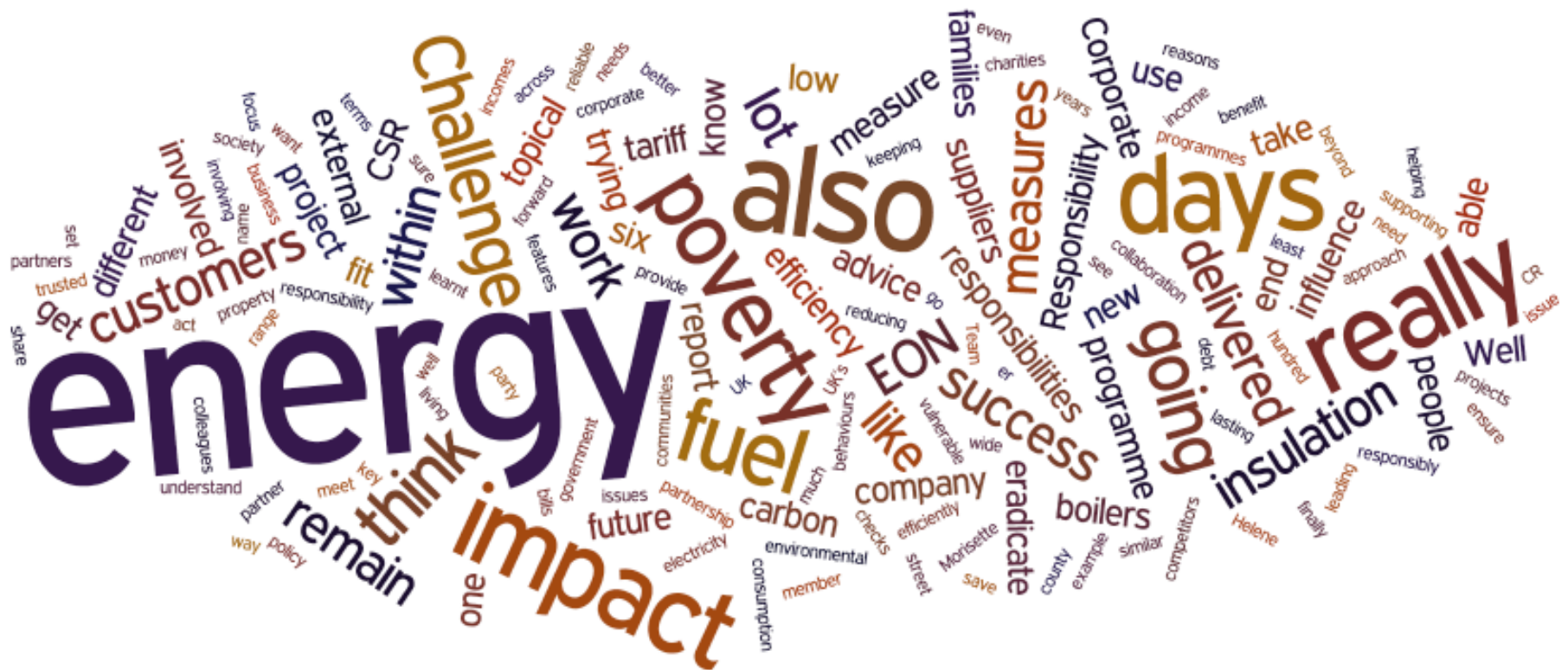
- (CSR) *Corporate Social Responsibility* is

... a form of **corporate self-regulation** integrated into a business model. CSR policy ... **monitors** and **ensures** its active **compliance** with the **spirit of the law**, **ethical standards** and national or international norms.

[wikipedia]

Video can provide business content

Everyday business: The Big 6



Video can provide business content

Everyday business: CSR While watching

- Corporate Social Responsibility is (00:00-03:02)

**... corporate self-regulation ...monitors
and ensures its active compliance with the
spirit of the law, ethical standards ...**

- Project name
- Key features
- Aim
- Successful



Business Result Advanced, U9

Video can provide business content

Follow-up? speaking / writing / personalization

In your role, as a teacher, discuss ...

- what you know about CSR; what you found interesting
- how you could make this topic relevant to your students
- how your students like to learn (read, listen, watch ...)

Possible follow-up tasks (for sts):

- Set up / run a meeting to discuss CSR options (Sp)
- A mini (group) presentation on your ideas (Sp)
- A proposal with suggestions for management (Wr)
- Case study on your/another company (R, Wr ... etc.)

Video can focus on language

IT companies and start-ups

Lead-in

Which of these do you know?



Video can focus on language

Zipcar – Before watching



Vocabulary

Match the words (1–7) with their meanings (a–g).

- | | |
|--------------------|--|
| 1 insurance (n) | a a person who makes money by starting or running a business |
| 2 entrepreneur (n) | b a particular design or type of product |
| 3 subscription (n) | c the payment of money to cover the costs of an accident |
| 4 start-up (n) | d a newly-created company |
| 5 model (n) | e useful, easy, or quick to do |
| 6 utility (adj) | f an amount of money that you pay to receive something regularly |
| 7 convenient (adj) | g something that can be used for several different purposes |

International Express Pre Intermediate, U9

Video can focus on language

Zipcar – While watching

- True / False statements
- Content focus, and vocabulary (+ pron.) (-02:02)



Put the following stages in order to borrow a car:

- open the vehicle with your access card
- collect the keys from inside the car
- pay a monthly or yearly subscription
- reserve a self-service car
- sign up to Zipline online

____, ____, ____, ____, ____

to subscribe / subscriber / subscription

to reserve / reservation

International Express Pre Intermediate, U9

Video can focus on language

Zipcar

- Language focus (tenses)



But how did it all start? In 2000, two entrepreneurs (*decide*) to bring car-sharing to America. They (*open*) their first office in Boston. The company (*grow*) very quickly and soon they (*open*) offices across America. By 2005, they (*have*) offices in Washington, New York, and San Francisco, and by 2006, they (*expand*) internationally.

International Express Pre Intermediate, U9

Video can focus on language

Further practice / self-study (CD Rom)

INTERNATIONAL EXPRESS Pre-Intermediate

Exit

Video

Exercise 1

Exercise 2

Menu

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Complete the sentences with the correct word.

- 1 Zipcar initially from its Boston office.
- 2 Zipcar soon to other cities in the USA.
- 3 Customers to Zipcar online.
- 4 Customers can a car online, by phone, or on their smartphone.
- 5 Customers use an to open the car.
- 6 The is very fast from reserving a car to driving it.
- 7 Zipcar customers can pay either a monthly or yearly .

subscription

access card

sign up

operated

expanded

reserve

process

Score: _____

Check answers

Try again

See answers



International Express Pre Intermediate, U9

Video can focus on language

Follow-up? speaking / writing / personalization

Students use the text /
language / content as a **model**
to discuss / write about a
company they know.



International Express Pre Intermediate, U9

Video can focus on skills

Presentations: Bringing it alive! **Lead-in**

1. What makes a presentation interesting or memorable?
2. How can a presenter make the audience feel involved?

Video can focus on skills

Presentations: Bringing it alive!

(a) Video: Implementing a 'green policy': (**before** watching)

- a. What 'green' / 'ethical ' companies do you know?
- b. What companies do you NOT buy from because of ethics?

Watch the video extract: (5:44-6:50; 9:35-10:20; 20:25-21:15)

- How many customers (%) are prepared to pay more for goods/services from an ethical company?
- What strategies does the presenter use to involve his audience / make it memorable?



Successful Presentations, U8

Video can focus on skills

Presentations: Bringing it alive!

(b) Video: The expert's advice

- Involve your audience
- Stimulate their imagination
- Show your attitude



Successful Presentations, U8

(c) Video: Analysis of the presentation

Test!

“How to speak so that people want to listen”
– JULIAN TREASURE



Video can focus on skills

Presentations: Bringing it alive! Follow-up

8 Bringing it alive!

Involving your audience with interaction

- Show of hands
- Discussion in pairs and groups
- Ask for contributions directly

Stimulating the audience's imagination

- Stories and anecdotes
- Real-life examples
- Analogies
- Rhetorical questions
- Repetition
- Visualize the future or reflect on the past

Showing your attitude

- Body language and eye contact
- Show belief and conviction
- Big language



Hughes, J. and Mallett A. (2012)
Successful Presentations. OUP, p58 (adapted)

(00:12-02:45)

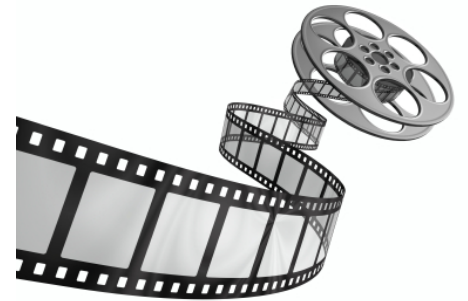


Video can focus on

Over to you!

A common lesson plan structure for using video:

- **Before** watching task(s)
- **While** watching exercise(s)
- **After** watching / follow-up tasks / activities



Video can focus on

Over to you!

You going to hear Rob Palliser talking about his job at Scott's NYC.

What activities could you use?

- **before ...**
- **while ...**
- **after watching?**

Compare your ideas in groups.



Business Result Pre Intermediate, U2

Why use video in BE classes?

Focused input & output

The scope of videos:



- To focus on language
- To motivate students
- To provide business content
- To develop skills
- To work on communication skills
- & to balance and support course work!

Why use video in BE classes?

Having a clear approach

Making video **relevant** to your students:



- Before » During » After model
- Relate / tweak to address your students'
 - needs / interests
 - preferred learning styles
- Adapt (extract from) your favourite video
- Less is more!

Less is more: Getting the most out of short videos

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THANK YOU!

BESIG, Sitges, November 2015

