Summer 5-16-2019

Multimedia Training for Novice EFL Teachers in East Asia

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Multimedia Training for Novice EFL Teachers in East Asia

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English to Speakers of Other Languages

by
Franklin James Hewins
December 2018
Multimedia Training for Novice EFL Teachers in East Asia

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by

Franklin James Hewins

December 2018

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

________________________  _________________________
Luz Navarrette Garcia            Date
Instructor/Chairperson
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This project would not have been completed without the support of many people. First, I have to thank my parents who supported me throughout graduate school. I am lucky to have such understanding parents and it wouldn’t be possible for me to complete this project without them. I am also grateful for my sister Jessica Hewins, for helping me proof-read and for giving me feedback. I am thankful for her encouragement. I would also like to thank Andrea and Rick Maldonado for their guidance and support. They not only helped me on my path to teaching English abroad but pushed me towards graduate school, as well.

I would also like to express gratitude to the professors who helped me along my path. At University of California, Santa Cruz Silicon Valley Extension, Dr. Michael Smith helped me gain a broad understanding of various approaches in TESOL. At the University of San Francisco, Dr. Sedique Popal has been an amazing resource and inspiration. I am thankful for his support. I also want to thank Dr. Garcia. Finally, I’d like to thank Rosemary Arca, Richard Morasci, and Sung-Hyun Hwang,
Schools in East Asia have shown a preference for hiring young, native English-speakers from majority white countries as EFL teachers. In addition, the high demand for English language instruction has made it difficult to fill all positions with qualified teachers. As a result, there is an issue with undertrained and underqualified native English-speaking teachers in East Asian classrooms. The purpose of this project is to provide these novice teachers with training in the use of video clips as a way to help them overcome their lack of pedagogical knowledge. The use of video clips allows teachers to personalize content, easily bring authentic materials into the classroom, and improve student motivation. The project identifies four uses for video clips and the handbook provides teachers examples for integrating them into their curriculum. The result of the integration of video clips into the EFL classroom is more student engagement and more interesting learning materials. The materials were developed based on Communicative Language Teaching and the Cognitive Theory of Multimedia Learning.
INTRODUCTION

Statement of the Problem

Having just graduated university, feeling frustrated while working in retail, I began to look into teaching jobs in East Asia. Although I had been thinking about a career in education at the time, I had very little classroom experience. I was attracted to the idea of teaching in East Asia because it would be possible to see if I liked teaching before having to commit money and time into getting a teaching credential. The bar for employment was low. Most of the advertisements I read indicated all that was needed was a four-year university degree and an interest in that country’s culture. After sending a few applications online, I was interviewed by a recruiter and placed in a job at a private after-school program in Gunpo, South Korea teaching elementary and middle school students.

When I arrived, I spent a week training at the company headquarters. I was trained to teach Intermediate Reading and Listening. The training group spent the week reviewing the types of exercises found in the textbook and the methodologies used to teach them. I was surprised to learn when I left the training center and arrived at my new home school, that I would be teaching classes that I wasn’t trained in. I was handed four other textbooks that I would be teaching the following Monday. Feeling underprepared, I spent the weekend in my new apartment going over the material as best as I could.

My first six months were full of trial and error. I was teaching many of my classes on instinct as I tried to remember the ways that my language teachers taught me in high school. I “learned” from other teachers whose qualifications were similar to mine. My head teacher, gave me feedback, asking me to make my classes more academic, while the management of the school asked me to be more entertaining. I felt confused by the feedback. I was supposed to be a
resource for my students, though I rarely felt like I knew if what I was doing in the classroom was beneficial to them. This seemed problematic to me.

I relate my own story of being inexperienced, underprepared, and confused as new teacher because I believe it is a common experience for novice native English-speaking teachers (NEST) in East Asia. There are two important reasons that there are so many novice teachers in East Asia. The first is a preference for native English speakers. The second is high demand for English language instruction.

First, governments and private schools have shown a preference for young, native English-speaking teachers from majority white countries over nonnative English teachers (NNEST). Preference for native speakers means that recent college graduates with no experience are prized over nonnative English-speaking teachers, no matter their qualifications. Ruecker and Ives (2015) have investigated online recruitment practices for English teachers. They noticed advertisements for open EFL positions often emphasize “no experience necessary.” In addition, the target employee for these advertisements is described as “enthusiastic” and “passionate.” These promotions actively appeal to young adults by focusing on the exoticness of living in a foreign country and the adventures prospective teachers could have there (Ruecker & Ives, 2015). This emphasis on adventure and exoticness may result in the recruitment of individuals who have priorities other than teaching. The idea of native-ness has also shown to play a role in hiring practices of English language teachers in East Asia. Compared to Middle Eastern countries, East Asian countries have been shown to value native-ness more when hiring (Mahboob & Golden, 2013). According to one analysis of online advertisements for teaching positions in East Asia, 88 percent contained a discriminatory element toward non-native teachers (Mahboob & Golden, 2013). Some people may suggest that it is the students themselves that
show a preference for native speakers. However, research has shown that students are able to see strengths and weaknesses in the teaching of both NESTs and NNESTs (Mahboob & Golden, 2013). In addition, students see NNESTs as role models who are more familiar with their needs (Mahboob & Golden, 2013). Another factor in the perceived value of native English speakers is a recent emphasis on oral communication and governmental concerns about the accents and pronunciation of local teachers. Despite these concerns, studies have shown that accent has no impact on student performance (Mahboob & Golden, 2013). The ideal candidate being from a predominantly white country has been reinforced by government connected recruitment agencies and in some cases codified into visa-entry eligibility laws (Ruecker & Ives, 2015). South Korea’s English Program in Korea recruiters, which are associated the Ministry of Education, only accept teachers from Canada, the United States, the United Kingdom, Australia, New Zealand, Ireland and South Africa (L.-Y. Wang & Lin, 2013). In Taiwan, the Foreign English Teacher Recruitment Program (FETRP) only recruits from the United States, the United Kingdom, Canada and Australia (L.-Y. Wang & Lin, 2013). Government programs like the Japanese Exchange and Teaching Program (JET), the English Program in Korea, and the Native English-speaking Teacher Scheme in Hong Kong do not require any teaching qualifications or experience in order to be accepted (L.-Y. Wang & Lin, 2013). The preference for young, white, native English-speaking candidates at the expense of experienced NNEST candidates is reinforced by governmental agencies through discriminatory recruitment practices results in poor teaching quality.

A closer look at the JET Program in Japan shows the low standards that governments are setting when recruiting and training NESTs. The JET Program is the oldest and most widely known NEST placement program in East Asia. It was established in 1987 with its main purpose
to encourage cross-cultural exchange between young foreigners (non-Japanese) and Japanese (Jeon & Lee, 2006). The only requirements to become an assistant language teacher (ALT) are a bachelor’s degree in any field, an interest in Japanese culture, and to be a native English speaker (Ohtani, 2010). Participants are accepted into the program and begin teaching within two months of their hiring, leaving little time for them to prepare professionally or take certification courses. The number of qualified teachers (credentialed in their home country or trained in TESOL through the completion of a post-graduate degree or certification) accepted to this program is under fifteen percent (Ohtani, 2010). After arrival in Japan, JET participants are centrally trained and then sent out to local elementary, middle, and high schools. After completing their contracts, junior high school ALTs were surveyed, and 88.9 percent felt that they were unprepared or unqualified for the job (Ohtani, 2010). The JET program is administered by Japan’s government for the purpose of educating citizens in public institutions. However, the government’s lax recruitment standards and failure to prepare teachers for the classroom creates a low bar for experience and preparation.

Employment discrimination against NNESTs remains prevalent in the English language teaching industry (Mahboob & Golden, 2013). It is a worrisome practice that not only affects the teachers but also impacts students who are instead taught by those who are underqualified. For the benefit of students, it is important to recognize the strengths of all language teachers based on experience and expertise and not based on perceived knowledge based on country of birth (Mahboob & Golden, 2013). In order to solve this problem, activism and awareness by NESTs is necessary. Reversing discriminatory practices against hiring NNESTs should be the first step in decreasing the reliance on novice NESTs in East Asia.
A second reason why there is a large number of inexperienced and unprepared NESTs in East Asia is the increasing demand for English language instruction. In our globalized world, English is the language that provides access to higher education and better job opportunities. In most East Asian countries, students are required to take standardized tests similar to the SAT in the U.S. at the end of their secondary education. English is one of the main subjects of these tests. These tests have a significant impact on their future, as their scores determine what colleges they can attend. Those who do not get into certain colleges and universities may find themselves unable to obtain the types of job they envisioned for themselves. In turn, parents attempt to get an early start on their schooling by enrolling their children in English kindergartens and after-school private lessons.

One example of how governments have helped to create a large demand for English language instruction is South Korea. Education as a means of increasing opportunities for social mobility has long been engrained in Korean society (Moodie & Feryok, 2015). The country’s tradition of Confucianism, including the civil servant exams that made their way from China centuries ago, primed South Korea for its current “Education Fever” (J.-K. Park, 2009). English became a core subject for Korean high school students in the 1980’s and therefore a required subject for college entrance exams (Moodie & Feryok, 2015). In the 1990’s, changes to college entrance exams placed a higher emphasis on listening skills. Around the same time, an economic crisis convinced the government that better English communication skills were needed to compete in global markets (Moodie & Feryok, 2015). In the 2000’s, an emphasis has been placed on English as a means of communication, specifically oral competency and pronunciation (J.-K. Park, 2009). English became a required course for all students at the third-grade level and higher. It is thought of as one of the three most important subjects in school, alongside mathematics and
Korean (Moodie & Feryok, 2015). By increasing the stakes for learning English and emphasizing communicative skills the government has helped to create a multibillion-dollar English language industry. Perhaps the most concerning area of this industry, is the rise of private English language cram schools and the financial burden they put on families. These schools entice parents to place their children, as young as five years old, in English-only environments, in order to get ahead of their peers. Over five billion USD were spent on private English language education in 2015 (Muslimin, 2017). In 2017, over forty percent of families spent some money on English lessons outside of school, spending on average 80,000 Korean won per month, equaling seventy-one USD. (“Statistics Korea,” 2018) Some families take additional measures to ensure that their children improve their English language communication skills. It is a common practice for fathers to stay in Korea while the rest of their family live abroad to get an English language education. There is even a term “Wild Geese Families” to describe this phenomenon (J.-K. Park, 2009). The importance of English continues into young adulthood, as Korean students are the third highest in enrollment as international students in U.S. universities (Fischer, 2014). When Koreans are older and looking to apply for jobs or promotions within Korea, many businesses require them to submit their English proficiency scores (Jeon & Lee, 2006; Tudor, 2012). To meet this increased demand, more and more native English-speakers have been hired as teachers regardless of their experience or their educational background (J.-K. Park, 2009).

The problem of novice NESTs being hired in East Asia is not simply solved by raising the standards for employment. For example, Taiwan attempted to raise the standards for their Foreign English Teacher Recruitment Program (FETRP). They decided to only accept NESTs with bachelor’s degrees and teaching certifications from their home country. The original goal
was to hire 1000 qualified NESTs but they quickly had to scale down their goal to 500 teachers (L.-Y. Wang & Lin, 2013). When that goal could not be met, officials had to consider hiring NESTs without experience or certifications. The FETRP found that schools were not able to recruit enough qualified teachers to satisfy demand (L.-Y. Wang & Lin, 2013). NESTs with professional training are simply not interested in coming to East Asia in large numbers, possibly because of issues communicating with local teachers and the cultural adjustments (L.-Y. Wang & Lin, 2013). According to Jeon and Lee (2006), private and public sector employees will continue to have a need for NESTs. Since the demand will exceed the supply of qualified candidates, hiring unqualified candidates is an unavoidable consequence. As long as English remains the lingua franca, the world’s language for business and education, issues with unqualified and inexperienced native English teachers in East Asia will continue to be prevalent. Instead of thinking of ways to raise the standards to enter the profession, it may make sense to consider ways to mitigate the mistakes that novice teachers make.

The longer I worked in EFL in South Korea, the more I was asked to mentor and observe incoming teachers. I observed two main issues with novice teachers. First, they failed to teach the materials and skills that they were asked to teach. Second, their classes were not communicative and lacked student engagement. When I observed, I noticed some new teachers relied on their personality and built a great rapport with students. Student were curious about their teacher and excited to engage in one-on-one conversations. The classes had many discussions, but they were rarely talking about the class material and many skills were ignored. Other teachers had the opposite problem. They poured over textbooks and created worksheets and guides for their students to help them understand difficult class material, however, the students in these classrooms were not engaged. They looked bored and had negative associations
with learning English. At a private company, feedback on these new teachers came back quickly. Management would ask, “Will you talk to the new teacher? Parents are complaining that his classes are boring, and we have five students who want to quit!” or, “The students’ parents are angry. They only play around in the new teacher’s class. How will they pass their school tests?” These are just some examples of feedback that novice teachers commonly received. At the time, I had experience in the classroom but not the pedagogical background to properly mentor these teachers. I gave suggestions and modeled methodology that had worked for me. However, as a somewhat new teacher myself the feeling that I was not properly trained enough to give them feedback troubled me.

Inexperienced teachers have different beliefs about teaching foreign languages than experienced teachers. Beliefs held by teachers affect the decisions that they make when planning lessons and the actions that they take in the classroom (Stergiopoulou, 2012). Language teacher’s beliefs are shaped in four ways: through their experience as learners, through their training as teachers, through classroom experience, and as a result of the context they teach in (Stergiopoulou, 2012). While experienced teachers place value on their own classroom experience the most, inexperienced teachers rely on their time as learners (Stergiopoulou, 2012). This can cause problems if they are mimicking outdated or harmful methods promoted by one of their past teachers. Experienced teachers can distinguish better between language acquisition and language use (Stergiopoulou, 2012). Inexperienced teachers are more likely to believe that learning language is just a matter of learning words and rules (Peacock, 2001). This belief may result in an over emphasis on vocabulary and grammar teaching by inexperienced teachers. Experienced teachers are more concerned about the learner as a person and strive to blend the learner’s interest with the language learning material (Stergiopoulou, 2012).
Inexperienced teachers are more likely to correlate speaking a foreign language with higher intelligence (Peacock, 2001). When asked what makes a good language teacher, inexperienced teachers responded with words like caring and tolerant, whereas, experienced teachers were more likely to respond with techniques and methods (Stergiopoulou, 2012). Novice teachers lack a pedagogical background that could affect their ability to teach effectively. Inexperienced teachers may not understand the terminology used in lesson plans, curricula and methodologies provided by their employers. For example, inexperienced teachers had trouble interpreting phrases like “student-centered lesson” and “language principles” (Ohtani, 2010). Experienced teachers and inexperienced teachers also look at textbooks differently. For example, a novice teacher may emphasize the wrong skill or not fully grasp the objective that the materials developer had in mind (Harwood, 2010). Experienced teachers will spend more time thinking critically about designing supplementary materials than the experienced teachers (Harwood, 2010). As you can see, the difference in beliefs and skills between properly trained and experienced teacher and an untrained, novice teacher are vast.

This project addresses the issue of inexperienced and undertrained teachers in East Asia who lack pedagogical background by providing a series of lesson plans which utilize YouTube as supplementary teaching tool in the classroom.

**Purpose of the Project**

The purpose of this project is to help novice teachers overcome their lack of pedagogical knowledge by training them to integrate video clips with their class material. By following the recommendations in this project, teachers can create a communicative environment in their classes that aligns with current practices. The project takes the form of a handbook and includes four skill-based lessons (reading, listening, speaking, and writing). Each lesson provides a
method for integrating video that complements that skill. Teachers can use this handbook to provide students meaningful input, while keeping them engaged in discussion. Teachers working with students who have grown up with digital technology will find working with video clips especially useful (Terantino, 2011). The model lessons in the handbook are designed to show novice teachers the varied ways a lesson can be supplemented with video.

The audience for this project is novice teachers who are new to East Asia and those responsible for training them. This subgroup of teachers may be teaching for a limited time but they desire guidance in order to develop their teaching skills. I chose this project because I have observed many well-meaning novice teachers who want to do right by their students but lack access to training and materials to make their classes meaningful. After reviewing this project, teachers will be able to implement proven research-based activities instead of relying on intuition or similarly untrained coworkers.

**Theoretical Framework**

This project is supported by two theoretical frameworks: the Cognitive Theory of Multimedia Learning and Communicative Language Teaching. The Cognitive Theory of Multimedia Learning is related to learning from the presentation of words and pictures. This theory was developed by educational psychologist Richard Mayer who has been working at the University of California, Santa Barbara since 1975. In his book, *Multimedia Learning* (2009), Mayer asserts that people learn better from both words and images rather than just words.

In *Multimedia Learning*, Mayer introduces the three assumptions that make up The Cognitive Theory of Multimedia Learning. First, the Dual-channel Assumption posits that there are two separate channels for processing information: auditory and visual. This assumption is in opposition to a single channel assumption: the idea that humans process all sensory information
in the same way, regardless of modality. We can see the Dual-channel Assumption in use during power point presentations and when watching instructional how-to videos. The second assumption is Limited Capacity Assumption, which assumes that each channel has a limited amount of information that it can process. This theory is in opposition to an unlimited capacity assumption where a curriculum developer may give mass amounts of information and ask students to make sense of it. We see the Limited Capacity Assumption in action when we struggle to remember a string of digits spoken in quick succession or when we are flashed a series of photographs and asked what we recall seeing; the human brain is simply overwhelmed by information. As a result of this assumption, Mayer asserts that we have to make decisions about what to pay attention to (Mayer, 2009). In the third assumption of The Cognitive Theory of Multimedia Learning, Mayer theorizes that when processing information, humans are using their brains to create comprehensible mental representations of their experiences. He calls this active learning. This is in opposition to passive-processing, which is the idea that the human mind absorbs everything and files memories away to retrieve later. When people are engaged in active learning, their brains are doing three specific things: they are selecting important information, organizing it, and integrating the new information with what they have previously learned. Selecting information means paying attention to important information and bringing it from the outside world into the working memory. Organizing is the process of building models and figuring out how the new information is connected to each other. Integrating involves taking this new information in the working memory and connecting it with what we already know in our long-term memory. The three assumptions in the Cognitive Theory of Multimedia Learning 1) The Dual-channel assumption, 2) The Limited Capacity Assumption, and 3) The Active Learning Assumption have significant implications for how teachers should present information
to optimize learning. When designing materials, teachers should include visual and auditory information. This way students process information from both channels. To avoid overwhelming the brain with too much information, teachers can guide students to relevant keywords and images. Finally, teachers may consider having students make predictions or asking focus questions in order to prime them to think actively.

This project is also supported by Communicative Language Teaching (CLT). CLT emerged in the early 1970’s when educators noticed that students could produce the language within the confines of their lesson but struggled when communicating outside the classroom setting (Celce-Murcia, Brinton, Snow, & Bohlke, 2013). As a result, teachers began to think about communication in broader terms. Communicative competence includes knowledge of forms but also values the social aspects involved in communication (Savignon, 1991). CLT was developed in both Europe and North America around the same time. In Europe, an increase of immigrants in the labor market led the Council of Europe to develop functional notional syllabuses (Savignon, 1991). Exercises developed around this time focused on learner choice and learner autonomy instead of teachers acting as lecturers. In the United States, Sandra Savignon was emphasizing the importance of the ability to interact and negotiate meaning with others. She taught her students strategies that allowed them to ask for information and seek clarification. She focused on open tasks, which allow for students to express themselves and practice making output. She found that using these strategies, learners were more comfortable taking risks, compared to learners who had focused on memorizing linguistic patterns (Savignon, 1991).

The goal of CLT is to communicate in the target language; therefore, teachers speak in the target language as much as possible, including when they are giving instructions (Larsen-Freeman & Anderson, 2011). Practitioners believe that knowledge of language forms and
grammatical rules is not sufficient. Understanding of social functions, semantics and non-verbal cues are also important to communication (Mayer, 2009; Savignon, 1991).

One defining characteristic of CLT is the use of pair or group work. The teacher’s job is to provide communicative situations for students in which they have to work to negotiate meaning as they would in the real world (Larsen-Freeman & Anderson, 2011). The teacher should tolerate errors because the focus should be on allowing students to extend their fluency (Larsen-Freeman & Anderson, 2011).

Another defining feature CLT is the use of authentic input (Larsen-Freeman & Anderson, 2011). Authentic input is anything that a learner reads or hears that was not designed exclusively for an ESL class; for example, a menu, a newspaper article or a clip from a television show are authentic materials (Maroko, 2010). The use of authentic materials is one to the most important principles of CLT because it helps bridge the gap between classroom knowledge and students ability to participate in real world events (Akbari & Razavi, 2015).

Both the Cognitive Theory of Multimedia Learning and Communicative Language Teaching form the framework for this handbook and inform the design of classroom materials. In this project, students can expect to receive information in both auditory and visual modes in accordance with the Cognitive Theory of Multimedia Learning. Teachers will exploit this information in order to provide communicative situations to practice output in line with Communicative Language Teaching.

**Significance of the Project**

This project provides novice teachers with tools to integrate video clips into their classroom. There are three major implications for teachers. First, the use of video will increase student engagement, as these materials make the class’ sessions more appealing. Using video
clips gives teachers flexibility in designing materials to appeal to a specific class needs or a particular student’s interests. Second, teachers will be able to more easily integrate relevant authentic materials. The accessibility of video clips can be harnessed to bring more authentic materials to the classroom than ever before. Video clips show real life situations and provide context that an ESL textbook cannot do. Finally, by using video, teachers will be able to improve learners’ listening and speaking skills (Z. Wang, 2014)

There are also three corresponding implications for students of these teachers. First, students will see an increase in motivation. Because classes are more exciting, and teachers are able to appeal directly to their interests, students will be more intrinsically motivated. Second, learners will have a clearer understanding of the L2 culture. Selected videos provide context to the real-world use of L2 language and the learner is able to see native speakers using it in their daily lives. When students are curious about the habits of native speakers and of L2 culture this can lead to learner autonomy. Finally, with the use of more modalities, language acquisition will be less daunting for the student. When the teacher provides more opportunities to process information in the students’ preferred learning style, it will be easier for them to organize and connect the information with prior knowledge.

Limitations of the Project

Although this project highlights the many convenient aspects of digital streaming videos there are some practical and ethical issues that surround the most prevalent of these sources, YouTube. The first issue for teachers in East Asia may be access to video. Even classrooms with good internet connections may experience slow speeds and buffering when streaming video. Other times, the internet may go down completely making a certain lesson plan unusable for that
day. In that case, teachers may need download videos ahead of time. There are some tools online that can ensure a video is available when needed such as KeepVid and SaveFrom.

A major argument for the use of video is that it generates learner autonomy. When exposed to the platform students may become motivated to do their own investigations into the L2 culture and view videos independently. While YouTube contains endless amounts of video content that is helpful to the language learner, it can be problematic because it is also home to violent, hateful, sexist, and extreme content. In recent years, neo-Nazi propaganda and conspiracy theory videos have racked up millions of views, aided, in part by the site’s own recommendation algorithm (Timberg, Dwoskin, Romm, & Tran, 2018). YouTube’s recommendations cue up endless playlists of videos and tacitly lend credence to extreme viewpoints through the sheer power of repetition (Timberg et al., 2018). Some create warped videos designed to manipulate YouTube’s algorithm for monetary gain (Timberg et al., 2018). The hate often seeps its way into the comments section as well.

There are some suggestions for using YouTube videos in class without subjecting students to the harmful aspects of the platform. First of all, teachers should be diligent in previewing all videos before letting the class view them. Second, teachers should take care to select videos from credible sources and investigate ways to integrate critical thinking about sources and digital literacy into their lessons. Finally, teachers can do their best to present a clutter free version of YouTube without recommendations and comments. For example, turning off the auto-play feature will stop YouTube from endlessly looping recommended videos. Embedding videos in a power point presentation will help to declutter the viewing process. Webtools tools, such as PureView, eliminate distractions like comments and recommendations.
Teachers may also want to consider telling parents that you will be using this platform in class and suggest ways parents can restrict and monitor students home viewing.

Another ethical issue with YouTube has to do with targeting advertisements at children. In Taiwan, an anti-LGBTQ group targeted children with homophobic messages when they began advertising before popular children’s videos (Shu, 2018). In the United States, consumer advocacy groups contend that YouTube collects data on children under twelve and advertises directly to them, even though it is a violation of the Children’s Online Privacy Protection Act (Schwartz, 2018). Accidentally, as a teacher in South Korea, I encountered this issue, having had embarrassing experiences of advertisements related to alcohol playing before videos. YouTube’s lax attitude toward upholding ethical standards in advertising should raise concerns for teachers but there are some ways to limit student exposure to them. It is recommended that teachers create an account that is only used for teaching and check system settings to ensure that certain types of videos are restricted. There are also several tools available, like safeshare.tv, that reduce advertising before videos and keep teachers’ watch history private.
REVIEW OF THE LITERATURE

Introduction

Teachers have long been trying to harness the educational power of video in order to teach English language skills. Previously, news organizations like the BBC and CNN have made significant profit selling video content to language teachers on VHS and DVDs for educational purposes (Ghasemi, Hashemi, & Bardine, 2011). In addition, publishers provided language learning videos to accompany the coursebooks they were selling (Weyers, 1999). Before the internet was widely available, some inventive teachers wheeled in audio-visual equipment into the classroom to play movies and television shows for their students (Weyers, 1999). In the last decade, however, video has become widely available as a teaching resource due to the emergence of digital streaming video services on the internet. The most widely used of these websites is YouTube (Terantino, 2011).

YouTube is an easy to navigate platform for digital streaming videos. It was started by Steve Chen, Chad Hurley and Jawed Karim in 2005. It was created as a way for users to share short video online. One year after development it was sold to Google for $1.65 billion (Terantino, 2011). These days, YouTube is ubiquitous, with local versions available in over 91 countries (“Press - YouTube,” n.d.). It is the third most visited site on the internet after Google and Facebook (Nurhidayah, 2018). As of 2018, over 300 hours of video are uploaded to YouTube every minute (“Press - YouTube,” n.d.). YouTube is used for a variety of purposes, primarily entertainment-related. Some companies use YouTube to advertise and create anticipation for a product. Still, others use it as a form of social media to record and share events from their lives. Members can subscribe to each other’s feeds and communicate through messaging and comment functions. For most, YouTube is not seen as an educational site, but
more and more content developers are starting channels dedicated to creating videos for educational purposes. Some channels are dedicated to specific subjects like chemistry, math and English literature (Riley, 2017). In addition, video created for other purposes can be harnessed for educational purposes in the classroom. When Joseph Tarantino (2011) confronted the question, “Can YouTube satisfy the educational needs of foreign language students and their teachers?” he concluded the answer was “yes,” for three reasons. First, YouTube offers fast and entertaining access to language. Second, it allows learners to investigate the culture, history, and politics of their L2 from afar. Finally, it provides opportunities to engage with authentically in the target language. The educational value of YouTube in the English language learning setting will be explored here, in more depth.

This review of the literature is organized into three main themes. The first theme focuses on ways that video clips can be used to appeal to certain types of students. The second theme focuses on how video clips are a way to bring more authentic materials into the classroom. The final theme is organized around the ideas of motivation and student engagement. The review concludes with a summary of exercises and methods that will be used in the field project that are backed by this research.

**Personalization**

The use of video can benefit all learners no matter their learning preference. The first part of this section will discuss ways that video can help all students. The second part will discuss ways that specific groups of students can benefit from multimedia learning.

Studies of the use of video in the classroom show that more modalities are better (Berk, 2009). The use of two modalities, visual and verbal, in multimedia helps to increase memory, understanding, and deeper learning more so than the use of just one modality by itself (Berk,
2009; Mayer, 2009). When discussing the use of multimedia in the classroom, Berk (2009) asks teachers to take a pluralistic view of the mind. He advocates for teachers to use a wide range of learning strategies in order to allow learners to use their strengths and exercise their weaknesses. The holistic use of video clips in this way can help all types of students.

In his 2009 article, “Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom” Berk summarizes some theoretical and research-based studies of the brain and discusses some ways that video is compatible with them. First, he believes video clips are valuable because they appeal to students’ core intelligences. Video appeals to both verbal/linguistic and visual/spatial learners. Verbal/linguistic learners are drawn in by the spoken words and the text that appears on the screen. Visual learners are interested in the pictures that help them make mental models (Mayer, 2009). Next, Berk discusses the right and left hemispheres of the brain. The left is the side that processes language. It is the verbal, structured, logical side of the brain and the words, dialogue and lyrics in video clips appeal to this part of the brain. The right side of the brain is also engaged when viewing video clips. The right side is the creative, emotional side of the brain. It is drawn in by the color, art, and music used in videos (Berk, 2009). Another theory of the brain is the “triune brain,” which is the idea that the brain is broken into three parts. From the inside to the outside, the three parts are the reptilian brain, the limbic brain, and the neocortex. They deal with more complex mental processes as they go outward. The most basic components of a video, like sound and volume, appeal to the reptilian brain. Emotional appeals in videos activate the limbic brain. The outer brain, the neocortex, is the part that thinks intellectually. This part is activated by the ideas presented in videos (Berk, 2009). A final aspect of brain function is brain waves. The two important waves for the fully conscious mind are the Alpha and Beta waves. Alpha waves are engaged when reading and
reflecting. Beta waves are engaged when multitasking and they are associated with quick action. Teachers can mix clips using fast action and suspense to snap students out of an Alpha state and into Beta state. Alternatively, they can play a reflective, thoughtful clip to bring a rowdy class into a more competitive Alpha state (Berk, 2009). Based on what is known about the brain, Berk (2009) believes that it would be counter-intuitive not to stir up the intelligences, hemispheres, layers and brain waves by using videos.

There are some techniques for using video that take advantage of what we know about the brain. These techniques help teachers to create a positive classroom environment. One method is called the head fake (Terantino, 2011). This is a quick shift in focus, like from a text to a video clip. The topics do not even need to be related. Students may think they are getting a break to watch a video, but they are in fact learning. Students feel the relief of being temporarily distracted but, they are actually receiving real linguistic input. Next, Berk (2009) suggests using videos to inspire. If teachers read their classroom and notice students’ anxiety levels are high, they may want to play an inspirational video for them. Teachers can develop a playlist of video clips that have an uplifting quality to them such as a motivational speech from a movie or a news report of someone overcoming a difficult obstacle. The clip may provide some linguistic benefits but may also improve students’ mood and motivation. Finally, Berk (2009) uses video as way to restart class after a break. When Berk reconvenes class after a break, he turns out the lights and plays a short video. It is a way to gently transition students from socializing to his preferred mental state for the next task. This method could be used in a language class as a way to incorporate authentic video into textbook-based class. The next part of this section will examine some of the specific groups of students who would benefit from the use of video clips in the classroom.
One subset of English language learners that may benefit from the use of video are digital natives. Students in the twenty-first century are much different than the students that our educational system was designed to teach. The main reason for this the instant access to information through digital technology. Marc Prensky coined the term digital native in his 2001 article “Digital Natives, Digital Immigrants” to describe the generation of learners who have grown up with digital technology. Digital natives are native speakers in the language of computers and the internet (Berk, 2009). They like to multi-task, get information quickly, and prefer to look at graphics before analyzing a text. In addition, the internet is a primary element in the lives of these young adults and teenagers; text messaging, video games, and navigating the internet is intuitive for them (Prensky, 2001). Digital natives prefer to work in a group and network with other students. This is in contrast to the digital immigrant, who has had to adapt to digital technology and keeps one foot in the past. A digital immigrant may prefer to work on one thing at a time. For example, they may print out an e-mail or an article from the internet (Berk, 2009). People from this generation might look down on playing games and prefer to work seriously by themselves. Prensky (2001) says that these differences between traditional methods of education and the nature of the digital native may be the root of the problems in our educational system. Because of these differences there are some implications for instructing digital natives. First of all, instead of step-by-step instructions teachers should allow for more parallel learning and multi-tasking. Second, in addition to traditional content like reading and writing, digital “future content” should be integrated into the course work. Third, because students may be moving quickly from task to task, teachers should build in some time for reflection. One way to relate to digital natives in their own language is through the use of video. Video clips are a major resource for digital natives in their daily lives. They have a genuine
desire to share and discuss new videos that they have found on YouTube (Terantino, 2011).

Playing a video while stopping frequently for discussion is compatible with the attention spans of digital natives (Terantino, 2011). Discussing video clips satisfies their desire for interactivity and networking. Asking higher-order thinking questions allows them to integrate knowledge from other sources with what they have just seen. Using video clips as a stimulus for journaling or short responses allows digital natives the opportunity to reflect on what they observed.

Another subset of learners that research has shown to benefit from the use of video is the visual learner. One study wanted to see how visual learners’ and verbal learners’ ability to retain information were affected by the modality they were presented information in (Plass, Chun, Mayer, & Leutner, 1998). One-hundred and three college students studying German completed a computer task developed by the researchers. First, some watched a two-minute preview video. Next, they read a 762-word story that had added annotations for vocabulary words. Some of the annotations had text. While other used a visual explanation like a picture or video. Some had both a textual and a visual annotation. For example, when students put their mouse over the word *hubschrauber* they could chose to look at a text definition of the words or a seven second video clip of a helicopter. In the end, students took a vocabulary test, and a comprehension test where they were asked to recall the important details of the story. The researchers made several important conclusions from this study. First, all students, visual learners and verbal learners, scored better when they had access to both modes of vocabulary annotations than when they only had access to one. Second, visual learners benefited more from visual modes of annotation and previewing than verbal learners did. Finally, visual learners performed better on reading comprehension when given a video preview beforehand, but there was no significant difference between the verbal learners who watched the preview video and those who did not. The
implications for educators are that visual learners benefit immensely from receiving input and elaboration in their preferred mode. Verbal learners do not suffer from being presented other types of input. In fact, they benefit in retaining vocabulary words when they are presented in both modes. The use of a preview video before reading lessons is a way to appeal to both modes and yields significant benefits for visual learners.

Raniah Kabooha and Tariq Elyas (2018) researched whether the use of supplementary YouTube videos in a reading class could improve student’s vocabulary retention. They split one-hundred students into four classes. Two of the classes experimented with using YouTube videos during reading activities and two of the classes did not. The classes were exactly the same otherwise. After previewing the vocabulary for their reading, the experimental class was given a primer question and made to watch a two-minute video on the topic of their reading. After watching the video, students discussed the primer question in small groups. Representatives presented what was talked about in their respective small groups and were encouraged to use vocabulary words that were reviewed previously. After this activity, teachers showed the video again, pausing to emphasize vocabulary. Both the experimental and the control group went on to complete a reading activity. The study’s results revealed that watching the YouTube video had a significant positive effect on students’ vocabulary acquisition (Kabooha & Elyas, 2018). The researchers surmised that this is because the video format used in the experimental group catered to both modalities, visual and verbal, while the students in the control group were only exposed to one modality, verbal (Kabooha & Elyas, 2018).

Teachers can also use videos to personalize class materials toward students’ interests. In order to understand which topics students were interested in, Tuyen (2015) issued a questionnaire at the beginning of the term. Tuyen found the students were interested in videos
about travelling, music, fashion, love, beauty, friendship, and food and drink. Berk (2009) also discussed a formal survey he uses on the first day of class to select specific videos that will be of interest to his students. He asks them to select their three favorite current TV shows, movies, commercials, and music videos on the first day of class. From the collected information he creates top 10 lists from which he selects videos to use over the course of the term. This practice ensures that the videos are not out of date, are relevant to, and popular with students. Teachers must also consider what videos are appropriate for use in class. Berk (2009) suggest analyzing the video in three ways. First, watch the video through the eyes of the students and consider how appropriate it is given their age, gender, ethnicity, and first language. Second, examine areas of possible offensiveness in the video. For example, any ridicule based on gender, race, ethnicity, profession, or sexuality should be avoided. Depictions of drug use, violence, or self-harm need to be carefully considered, as well. Also, in the EFL setting, it is important to look at how comprehensible the video is. The video should be brief and the sound quality sound quality should be clear (Z. Wang, 2014). This means paying attention to the speed and delivery of the language, as well (Nurhidayah, 2018). The structure of the video, the characters, the visual cues, and the context need to be evaluated. The teacher should look at the lexical difficulty and how compatible it is with their students’ level of English proficiency (Z. Wang, 2014).

In conclusion, video clips help to create a low-anxiety, highly interesting classroom environment for all students (Berk, 2009; Kabooha & Elyas, 2018; Mayer, 2009; Plass et al., 1998). In addition, video clips appeal to specific groups of students like digital natives and visual learners. Similarly, teachers can use questionnaires in order to personalize the use of videos with their students’ interest.
Authentic Materials

The use of authentic materials is one of the core principles in CLT (Akbari & Razavi, 2015). As discussed in the theoretical framework of this project, the aim of CLT is to have students communicating in the target language as much as possible. Practitioners see learning forms and grammar rules as insufficient and focus on understanding the social functions of utterances and communicative competence. Authentic materials include any materials that are not specifically produced for the purposes of language teaching and can also be described as materials created for real-life transactions and interactions by native speakers (Maroko, 2010). This section will start with a general description of authentic materials and practical applications for language teachers. Next, it will describe the specific advantages of authentic video instead of traditional listen materials. The third part will discuss how streaming video websites like YouTube have made using authentic video easier for teachers. The final part of this section will look at examples of how teachers use authentic video during classroom activities.

Traditionally, common sources for authentic materials were newspapers, magazines, television, radio, and literature. In contrast, most traditional EFL textbooks use materials specifically designed for language learning. They are designed to be just a little more difficult than the student’s comprehension so that the student remains confident but is also challenged. However, these materials are not like the texts and language a student will interact with in the real world. Most texts students interact with in the real world will not be specifically created with the student’s comprehension level in mind. The use of authentic materials has been a way for teachers to address this issue.

The use of authentic materials has many practical applications for language teachers. First, they bring the outside world into the classroom (Maroko, 2010). Instead of using
traditional pedagogical materials, through authentic materials students are able to see what they will come into contact with in the real world. For example, a teacher may bring an advertisement in from a magazine and design a task around it. As a result, students will feel more comfortable engaging with this type of text when they encounter it in the real world. Second, authentic materials are readily available and inexpensive (Maroko, 2010). Teachers can bring such materials from home, from the store, from a restaurant, or from the internet. For example, a teacher may bring in a free take-out menu from a local restaurant and prepare an exercise around it. Using these types of materials could save students and teachers money in the long run by not having to buy supplemental materials. Finally, teachers can use authentic material to expose learners to natural language and the non-verbal cues that native speakers use. Most speakers do not often speak in full sentences; at times, they speak in clipped, shortened utterances. Some speakers may speak faster when they are excited or interested in a topic. The vocabulary they use may be more informal than learners are used to seeing in their textbooks. A teacher could show students a documentary or news report which would expose them to various types of utterances that they would likely hear in real-world settings.

The use of a specific type of authentic material, authentic video, has some advantages over traditional listening materials. In real life, people rarely hear a disembodied voice, but in a traditional ESL classroom, students are asked to listen to recorded lectures and conversations. They have trouble focusing and staying interested when listening to these recordings (Z. Wang, 2014). Video clips provide context and visual aids that can enhance learners’ comprehension (Z. Wang, 2014). Visual cues and information help to keep their attention and provide an opening for students to jump back into the dialogue when they are lost. The visual aids in video are especially helpful in teaching collocations and idioms (Z. Wang, 2014). For
example, movies often feature voice-over sections where a narrator describes what is happening in a scene. These sections provide a lot of visual aids and descriptions of action. There is also a gap between traditional listening exercises and real-life conversations (Tuyen, 2015). These days, English language media is ubiquitous even in many non-English speaking countries. Students watch and notice the differences between what they see on television and in movies and, in turn, demand incorporation of the colloquial language of popular culture (Tuyen, 2015). The natural style of language used in movies and television, although scripted, is still a more realistic alternative to stiff interactions in most textbooks (Tuyen, 2015). Finally, incorporating authentic video helps students acquire communicative competence in the target language. It provides an additional component, context, that traditional reading and listening materials cannot fully provide. Compared to using just audio or just text, video shows the complete communicative situation and the full cultural context of language use. Students are able to witness all the dynamics of an interaction and discover appropriate language use as it relates to gender, social status, age, and relationships (White, Easton, & Anderson, 2000). In addition, videos provide rich visual support through non-verbal communication (McNulty & Lazarevic, 2012). They can see the speaker’s communicative gestures, facial expressions, gazes, cues, and lip movements. All of these contextual clues allow students to observe what it is like negotiating meaning outside of the classroom and can improve their overall communicative competence (McNulty & Lazarevic, 2012).

Before the age of digital video, some teachers utilized sitcoms, news reports and soap operas to teach lessons. Research by Weyers (1999) into the use of authentic video found some important benefits for teaching communicative competence. Authentic video provides students with many different samples of the target languages, used in context, by native speakers. It has
advantages over listening samples, in that video provides extra-lingual clues and visual stimuli that aid in comprehension and retention. Weyers (1999) found that the use of authentic video, over time, clearly aided students listening comprehension. Surprisingly, he also found that merely receiving this input improved certain areas of speaking. Learners exposed to authentic video had significantly more lexical items at their disposal and they were also able to provide more detail in their discourse. Students also reported they had greater confidence in discussion and were able to take more chances when speaking (Weyers, 1999).

Streaming video websites like YouTube have made using authentic video easier for language teachers. In the past, the cost of equipment may have been a hurdle to using authentic video in the classroom effectively (Ghasemi et al., 2011). Not only that, but teachers had to pay for language learning materials and movies, or record television shows on their own time (Cakir, 2006). It was inconvenient to go through the process of setting up audiovisual equipment to show a short video clip for students. Videos shown in these classes had to be long enough to justify going through the hassle of setting it up. Moreover, language teachers may have been put off by the time and technical knowledge needed to set up audiovisual equipment (Ghasemi et al., 2011). From film projectors to VHS to laser discs and DVDs, teachers have felt uncomfortable using and maintaining the ever changing technology (Cakir, 2006).

However, the use of streaming services like YouTube provide videos in an accessible, familiar and easy-to-use manner (Mayora, 2009). YouTube is a mass library of authentic video in which teachers can switch effortlessly from one video clip to the next in way that was never possible before. YouTube and modern streaming video sites provide many benefits over traditional ways multimedia have been used. YouTube provides access to a variety of genres. Teachers can find television programs commercials, quiz shows, talk shows, news reports
(Maroko, 2010), songs, debates, speeches (Alwehaibi, 2015), movie trailers and even amateur “vlog” and cell phone videos on YouTube (Ghasemi et al., 2011). YouTube also provides videos on a variety of topics, such as politics, science, and art (Mayora, 2009). Teachers looking to provide authentic video for their students can choose from countless hours of video on any topic. The range of topics is so vast that videos can be selected to appeal to the interest of just about any student (Hamilton, 2010). YouTube also shows students examples of speakers using different levels of formality (Alwehaibi, 2015). Teachers are no longer limited by what is available from their personal collections or local libraries; they have a limitless database at their disposal. In addition, YouTube is global and offers videos from all over the world. Therefore, videos allow students to interact meaningfully in the target language with both native speakers and other second language learners (Terantino, 2011). Teachers can select videos from a variety of English speakers in order to give students experience listening to non-standard accents. The fact that YouTube is global also allows teachers to expose students to L2 cultures beyond the United States, in a way that was not as easy to do in the days of VHS and DVD. Finally, YouTube is up-to-date. Even before the age of digital video, experts believed that authentic video reflected current uses and linguistic changes more effectively than printed sources like textbooks (Weyers, 1999). With videos updated constantly, YouTube provides an even more up-to-date resource for everyday English used by regular people (Ghasemi et al., 2011). The final section provides some examples of how teachers are using authentic video and YouTube to in their lessons.

Juan Pino-Silva (2007) was inspired by a television program called “CNN International Open Forum” to create a task that uses authentic video. Viewers could participate in this show. They would watch a news report, react to it, plan their thoughts, and compose an e-mail to the
show, and if they were lucky, their comments might be played on the air. Pino-Silva’s short video comment task for EFL students follows the same structure. This is a task designed as independent work, but Pino-Silva says in his study that this task is adaptable to the classroom environment. First, students watch a three-minute video at their station. Next, they are asked to answer comprehension questions to make sure that they understand the gist of the story. Students can re-watch the video as many times as necessary. Finally, students are asked to write a short comment on the segment. Once they submit their assignment, the teacher then evaluates them by grading them from level one to level three. Comments graded at level one consisted of few word and incomplete sentences. Comments graded at level three were short paragraphs that contained critical thinking elements (Pino-Silva, 2007). Student responses are not graded for grammatical errors. At the end of the term, student work is assembled in a portfolio in order to assess progress. After implementation, Pino-Silva evaluated his task and found some promising features. Students noted that they liked being able to express themselves without fear of correction. Pino-Silva (2007) also noted that students were not passively learning but engaged with the videos, even if they disliked the premise of them. Over the course of the term, higher-order critical thinking skills made their way into their comments (Pino-Silva, 2007).

Surprisingly, even though they received little grammatical feedback, students improved their linguistic competence and reduced morphological errors as they advanced through the program (Pino-Silva, 2007). Another benefit for teachers is that this task mimics the process of listening-to-text writing prompts used in TEOFL iBT tests. This could be a way for teachers to integrate authentic video into the world of traditional test preparation.

Carlos Mayora (2009) took Pino-Silva’s video comment task and modernized it for the streaming video age. Mayora saw others experimenting with using YouTube but felt that the
potential for using it as a resource for writing was being overlooked, so he developed a pedagogical rational using YouTube as a stimulus for a writing task. His video comment writing task is inspired by the comment section of a YouTube video. Mayora identified three essential features in order for a writing task to be deemed authentic: (1) the writing must occur for a communicative purpose; (2) the writing must be intended for a real audience; (3) the writing must be integrated with other skills. Unlike Pino-Silva’s task, Mayora’s video comment task is designed specifically for classroom purposes. Mayora suggests a five-step process for implementing the task. First, the teacher plays the video for the students. Then, the students discuss their first impressions of the video as a class before moving into small group discussions. Next, in their small groups, learners read and discuss example comments. They may discuss the comments’ length, level of formality, how the video is criticized, and other characteristics of the comments. Fourth, the students draft their own comments. Finally, students submit their comments for peer editing and feedback. Mayora also suggest that students actually post their comments when they are finished to make the task more authentic. Just as Pino-Silva found, performed repeatedly over time, the student’s ability to make stronger arguments improved (Mayora, 2009). This task has the added benefit of having students practice critical thinking skills like evaluating and analyzing media bias.

In conclusion, authentic materials have historically been used to bring students in contact with the real-world use of their L2. Authentic video, in particular, has advantages over traditional pedagogic material because it is proven to improve overall communicative competence (Weyers, 1999). In addition, YouTube makes it easier than ever to provide students with authentic video. The examples of Pino-Silva (2007) and Mayora (2009) show how some teachers are developing tasks using digital video as a stimulus.
Student Engagement and Motivation

It may seem counterintuitive to argue that using video in EFL classroom will increase student engagement. A common experience with video in the classroom is the use of “movie days” where students passively watch long blocks of video with little student interaction. In the case of the research used in this project, the use of short video clips are emphasized and are ideally integrated with communicative activities. Using video clips as short as two minutes could provide the stimulus for hours of classroom work (Bajrami & Ismaili, 2016). Video clips provide motivation for language learning and foster a positive classroom environment. As a result, teachers may see an increase in student engagement and learner autonomy. This section will discuss the techniques and procedures for using video clips in a CLT environment and then discuss some studies supporting the relationship between the use of video clips and student motivation.

There are some practical techniques for implementing videos clip in the classroom. The first technique is active viewing. Because the purpose of using video is create a communicative environment and improve comprehension, the viewing experience is different from passively watching a television show at home or watching video on your phone. Before viewing, teachers should give students some focus questions or a “cue sheet” so they can watch and listen for specific details (Cakir, 2006). These questions point students towards the important parts of the video that the teacher wants to highlight. After viewing, the students answer the focus questions orally. If students cannot answer the questions quickly, the teacher is able to rewind and re-watch specific parts of the video clip again. Another important technique, the freeze frame, can be used when the video is still or paused. Teachers can ask for information about the relationship between people, social status, their body language, facial expressions, or emotions
(Cakir, 2006). By using this technique, student gain insight into reading the non-verbal cues that help to improve communicative competence (Cakir, 2006). Another technique that can be used when the video is paused is prediction. When the video is stopped teachers can ask the students what is going to happen next and follow up by asking students to explain their reasoning (Cakir, 2006). In addition to sparking class discussion, prediction has the added value of building anticipation and keeping the student involved in active learning (White et al., 2000). As the next part of the video plays, they are curious if their classmates’ prediction is correct. A final technique is the follow-up activity. The follow-up activity is when students use the information from the video as a basis for further speaking or writing practice (Cakir, 2006). It requires students to interact with and respond to the video content (McNulty & Lazarevic, 2012). These activities allow students time to reflect on the video. Follow-up activities can be done as a group and allow students to integrate what they learned in the video with other texts and prior knowledge.

Berk (2009) suggests that teachers follow an eight-step procedure for using video clips: pick a clip; prepare questions and directions; introduce the clip; play the clip; pause the clip to highlight; reflect on the clip; assign a follow-up activity; and structure a discussion. Others suggest a simpler way to organize exercises around video clips. Once the video is chosen by the teacher, the teacher should consider three stages: the pre-viewing, viewing and post-view stages (Tuyen, 2015). The previewing activities could be considered a warm up for the video. During this stage, teachers introduce any challenging vocabulary, give students context, and discuss the topic. Pre-viewing questions could include: What do you know about the topic? What does the title indicate? What can be inferred from the title? Predict what the speakers will say. What words do you think they will use? (Takaesu, 2017). Viewing activities are active viewing tasks
that students should complete once the video starts. For example, when watching a clip from a news report, teachers can ask students to listen for an argument, a certain expert, or a statistic. In a clip from a movie, teachers could ask about the emotions and motivations of the characters and students watch with these questions in mind. During this viewing stage, teachers should pause to let students answer the focus questions. Teachers can start conversations by asking basic comprehension questions and then move on to asking advanced, higher-level thinking questions like prediction and inference. Finally, in the post-viewing stage, teachers could ask discussion questions based on cultural difference, philosophical points of view, or aesthetic qualities of the video (Z. Wang, 2014). Also, production activities based on the video can be assigned at this point (Tuyen, 2015). By following these techniques and procedures for using video clips teachers can ensure that their classes are communicative.

The next part of this section will discuss three studies that support the relationship between the use of video clips and student motivation. Yujong Park and Eunsu Jung (2016) researched how incorporating video clips into lessons effected motivation of English learners in secondary school in Korea. Students in East Asia have a particularly low level of motivation for studying English because as main subject in school, they are often tested on it. Korean high school students receive negative washback from the emphasis on testing associated with the language (Y. Park & Jung, 2016). Moreover, since they interact with relatively few native speakers in their daily life, students do not see English as useful outside of the classroom setting (Y. Park & Jung, 2016). To counter this lack of motivation, the researchers designed an intermediate level class that used video as its primary instructional tool. The class met once a week for ninety minutes over an eight-week term. The class utilized short clips from animation, film, sitcoms, and news reports and built interactive tasks around the themes of the video clips.
The class consisted of introducing new vocabulary and expressions, watching and discussing video clips, and conducting group activities related to the videos. Park and Jung measured the effectiveness that video had on students’ motivation and participation by monitoring classroom interactions and having students fill out a questionnaire before the term started and after it ended. The researchers observed an increase in class participation and that teachers were effective in drawing out participation when discussing the video clips (Y. Park & Jung, 2016). They reported that student engagement increased as the term went on and the expectation for speaking in class were clearer (Y. Park & Jung, 2016). The students were more engaged when there was a competitive aspect to group activities. Students self-reported an improvement in communicative competence, stating they could speak “more freely” and felt that their listening had improved (Y. Park & Jung, 2016). The researchers also found that students had more positive attitudes toward English. Over the course of the term, more students responded favorably to statements about English being fun and enjoyable. Negative attitudes toward English also declined as students found English class less boring (Y. Park & Jung, 2016). These positive attitudes toward English were directly related to the use of video clips and its ability to inspire interest in the L2 culture. Students self-reported that were motivated to watch video clips in their free time by the desire to learn about L2 culture (Y. Park & Jung, 2016).

Similarly, Yuyus Saputra and Asri Siti Fatimah (2018) suggest teachers use TED talks in place of traditional pedagogical listening tools. While traditional pedagogy like CDs, tapes, and MP3s provide audio input, TED talks provide audio with visual support. Unlike most YouTube content, the main function of TED talks is to educate. TED talks can be found on YouTube and are authentic lectures where speakers share their stories, research, and ideas in their own voices. The lectures are filled with academic language as well as colloquial expressions which gives
learners access to lexical variety. TED talks attract speakers from across the world, so it exposes listeners to different accents and varieties of English, which is useful because language variations are something EFL students come across in real life more often than in traditional pedagogical materials. In addition, TED talk speakers make mistakes, use filler words, and discourse particles (Saputra & Fatimah, 2018). Unlike YouTube, where teachers have to sift through poor quality videos, the standard of TED talk videos is higher and most of the speakers are academics or leaders in their field (Saputra & Fatimah, 2018). Similar to YouTube, however, with over 2000 presentations, TED talks also allow teachers to choose videos specific to the learner’s interests. Saputra and Fatimia (2018) studied the use of TED talk videos as a replacement for traditional extensive listening materials and concluded that the use of TED talks made students more enthusiastic about listening topics than traditional materials. They also found that use of TED talks improved overall motivation and willingness to participate in class discussions (Saputra & Fatimah, 2018).

Asako Takaesu (2017) also studied the use of TED talks as for extensive listening by designing a task for college freshmen to work on independently. First, Takaesu spent three class hours introducing students to the style of TED talks, how to take notes, and how to find and select appropriate lectures to watch. Outside of class, students summarized and reacted in their listening journals. Later, student brought their journals to share in small groups during class time. At the end of the course, students were surveyed on the perceptions of this task; 82% of upper-intermediate and 76% of intermediate level students perceived that the listening journal task improved their listening skills and 85% of upper-intermediate and 77% of intermediate students wished to continue viewing TED talk lectures after finishing the course (Takaesu, 2017). Analysis of the listening journals revealed that students were often deeply affected by the content
of the course and motivated to pursue more information on the topic on their own time (Takaesu, 2017).

In addition to the responses to student surveys that have shown that the use video increases motivation and participation (Y. Park & Jung, 2016; Saputra & Fatimah, 2018; Takaesu, 2017; White et al., 2000), studies have also shown that the use of video lowers anxiety and increases learner autonomy. Anxiety is the most powerful predictor for a students’ poor performance in English (M. Liu & Huang, 2011). In addition, a high-anxiety English learning environment has a negative effect on student motivation (M. Liu & Huang, 2011). A lack of a positive learning environment is likely to induce anxiety and have a debilitating effect on students’ language learning success (H. Liu, 2012). However, The use of video allows for a low-anxiety environment which can be a critical for effective language learning to take place (M. Liu & Huang, 2011; White et al., 2000). Students find the experience of using video clips to be enjoyable and report that when compared with written text, it is more stimulating, engaging, and relaxing (Bajrami & Ismaili, 2016; White et al., 2000). In particular, the use of animation, musicals, and videos that reflect pop culture have been useful for lowering anxiety (Tuyen, 2015; Z. Wang, 2014). While students understand the importance of studying written text, they enjoy using video to study because it provides relief from textbook work (White et al., 2000). In addition, the use of YouTube inspires learner autonomy. Interest in L2 culture is a positive predictor of student performance in English and building an interest in English, and its related cultures, is important for building motivation (M. Liu & Huang, 2011). With a broader background in the L2 culture, the less foreign it may seem to the learner. Studies have shown that after students are exposed to L2 culture from YouTube clips during classroom activities, that many look at YouTube videos on their own time (Y. Park & Jung, 2016; Takaesu, 2017).
Students self-reported watching TED talks when given suggestions by their teacher (Takaesu, 2017). Others reported watching English language YouTube video in their free time, not to study, but because they thought they were fun (Y. Park & Jung, 2016). As a result of using video in the classroom, students are curious about certain cultural phenomenon and pro-actively attempt to learn more about it on their own time (Bajrami & Ismaili, 2016). Because anxiety, motivation, learner autonomy and student performance are all interrelated, an essential job for language teachers is to regulate anxiety effectively and help students develop a genuine interest in L2 culture (H. Liu, 2012). From this literature, video has shown to be a useful tool in achieving these aims.

To summarize, this section discusses techniques and procedures for the use of video clips that align with Communicative Language Teaching. In addition, the studies examined in this section support the relationship between the use of video clip and motivation. The use of video clips fosters a low-anxiety learning environment and provides motivation for language learners. Consequently, teachers may observe an increase in learner autonomy and student engagement.

**Summary**

From the review of the literature, there are several benefits for using video clips in the classroom. First of all, video can be used to personalize classroom material to appeal to different groups of students. The use of video is shown to be helpful for all students but is particularly beneficial for digital natives and visual learners (Plass et al., 1998; Prensky, 2001; Terantino, 2011). Teachers can use questionnaires to select video that appeals to the specific interests of their students. Second, video clips are authentic materials and can used to bring EFL students in contact with real-world usage of English. Exposure to authentic materials is shown to improve
communicative competence (Weyers, 1999). With the advancement of digital streaming video technology, it is easier than ever to provide students access to authentic video. Finally, video clips can be used to improve student engagement and motivation. Certain procedures can be used to ensure that the use of video clips aligns with CLT. In addition, research has shown a positive relationship between the use of video clips and student motivation (Y. Park & Jung, 2016; Saputra & Fatimah, 2018). In some case, researchers reported that exposure to YouTube and TED talks resulted in increased learner autonomy (Y. Park & Jung, 2016; Takaesu, 2017). Based on the review of the literature, the project will show novice teachers ways to overcome their lack of pedagogical knowledge by integrating video clips into their class materials.

From this research, there some key principles for selecting and presenting videos. When selecting videos it is important for teachers to make several considerations. First, teachers should consider the students’ background. They should consider how useful and interesting the video will be considering the students age, gender, and L1. Second, teachers should make sure that the video does not contain anything offensive or insulting toward their students. Finally, teachers should consider how comprehensible the video is, including the level of vocabulary, the delivery, and the sound quality.

After selecting the video are three stages of the lesson to take into account when presenting the video clips. First is the preview stage, when vocabulary, context and the purpose of the video can be briefly introduced to the students. At this time, specific focus questions can be used to prime students for active viewing. During the viewing stage, it is important to play, pause and replay the video clip. The goal is for class to be interactive and have students discuss and respond to video while it is paused. Discussion can be structured around the focus questions and making predictions. If students are not able to answer some questions teachers can rewind to
review the answer. Finally, post-viewing discussions should include some higher-order critical thinking questions. In addition, students should be given time to reflect on what they saw. Also, follow-up activities allow students to integrate prior knowledge with what they just viewed.

After analyzing the literature, four situations for using video become apparent. First, during reading and listening lessons, a preview video can be played in order to help visual learners understand basic concepts of the lesson. One study showed that visualizers scored higher on comprehension tests when they were allowed to watch a video beforehand (Plass et al., 1998). Visualizers benefit from receiving input in their preferred mode. Students use video to orient themselves with an unfamiliar topic. They gain background knowledge to which subsequent material can be integrated with (White et al., 2000). Preview videos also allow students who were not confident in their comprehension of reading and listening passages to participate in other aspects of class. Second, in reading and listening lessons, videos can be used to illustrate foreign concepts that are unfamiliar to non-native English speakers. These videos are useful because they allow language learners to gain insights into cultural beliefs, artifacts, and history without ever having to travel to the target country (Terantino, 2011). Third, during listening lessons, instead of using a recording with a disembodied voice it is useful to use a video with both a verbal and visual element (Z. Wang, 2014; Weyers, 1999). Compared to traditional listening materials, learners are better able to recall what they heard when watching a video (White et al., 2000). Video clips provide visual aids that can help learner understand and focus through longer lectures (Z. Wang, 2014). TED talks can be used effectively as a replacement for traditional extensive listening materials (Saputra & Fatimah, 2018; Takaesu, 2017). TED talks mimic the way that students are lectured to in their native language and well as the ways that native English speakers are lectured to in English (Saputra & Fatimah, 2018). Finally, for
reading and speaking lessons, video can be used as a stimulus for a speaking or writing response (Alwehaibi, 2015). The use of video as a stimulus is supported by work developed by Pino-Silva (2007) on his short video comment task and elaborated on by Mayora’s (2009) YouTube comment task. Additionally, it is useful to have student integrate different types of input in their responses (Weyers, 1999).
THE PROJECT AND ITS DEVELOPMENT

Description of the Project

The purpose of this handbook is to provide novice English teachers in East Asia with methods for using video to supplement the textbooks and materials that are often provided. This handbook consists of four chapters of EFL curriculum and is designed for teaching high-intermediate and advanced students in East Asia. In the listening chapter, a TED talk video is used as the main component in place of a pre-recorded lecture or discussion. In the reading chapter, video is used to preview a topic and to illustrate a new concept. For both the writing and speaking chapters, video is used as stimulus. Included in the project are lesson plans for each chapter. Although each chapter has an emphasis, all four language skills – reading, writing, speaking, and listening – will be practiced in each chapter.

Chapter 1 has an emphasis on listening and is organized around the topic of the adolescent brain. The chapter starts out by introducing vocabulary related to the adolescent brain. Next, there is a pre-listening section designed to activate what the students already know about the brain. Within the pre-listening section is a preview video, which helps the students become familiar with some terms and concepts they will hear in the main lecture. The next part is the main listening component, in which students listen and take notes while keeping focus questions in mind. In place of the traditional, pre-recorded lecture, students watch a TED talk lecture. The lecture is broken up into three smaller parts. When each part is over, students answer comprehension questions and have a class discussion about what they just watched. Finally, in the post-viewing stage, there is a review of the vocabulary and a project designed around the main listening section. Although the emphasis of the is section is listening, students read during
the preview section, write during the project, and speak during class discussions and presentations.

Chapter 2 has an emphasis on reading and is organized around the topic of high school sports. It starts with a preview section that introduces vocabulary related to the topic. A preview video is shown as well, to maximize the benefit for visual learners, as discussed in the review of the literature (Plass et al., 1998). Students then read the main passage, annotate, and answer comprehension questions about the text independently. During post-reading, teachers go over the main ideas and details of the passage with students and ask critical thinking questions for class discussion. In addition, some of the concepts from the reading, especially the concepts that are culturally unfamiliar, are illustrated with video to facilitate comprehension. To round out the lesson, there is a review of the vocabulary and a project designed around the main reading section. Again, although the emphasis of the is section is reading, students listen to the videos, write during their projects, and speak during class discussions.

Chapter 3 has an emphasis on speaking with the main element being a debate around the topic of single-sex schools. This is a more advanced lesson because it requires students to integrate prior knowledge with information from videos and articles. In this lesson, video serves as a stimulus for speaking. The chapter starts out with an introduction of the important terms related to the topic. The students then brainstorm possible arguments for and against single-sex schools based on their own experience and knowledge. Next, the teacher plays a series of videos on the topic designed to help to students find details and evidence to build their arguments. There is a preview for each video and students listen and take notes while the video plays. For each video, the teacher pauses to confirm understanding and ask critical thinking questions throughout. After all the videos are shown, students break into teams to research their positions
by reading articles and write out their arguments. The students then have a debate, facilitated by the teacher, where each side presents their argument and has an opportunity to rebut the other team. The emphasis for this chapter is speaking, however students also read articles, write out their arguments, and listen to the videos to learn more about the topic.

Chapter 4 emphasizes writing. It is designed with Silva’s “video comment task” in mind. Because these tasks are shorter and more informal, there are two lessons for this chapter. These types of tasks could be easily adopted into speaking responses or used with lower level students. The class starts with a discussion about the title of the video. The students make predictions and review some focus questions. Next, the teacher plays the video, stopping at certain points to allow the class to discuss the focus questions. After watching the video, there is more class discussion around critical thinking questions. Students then analyze an example comment, focusing on style, and structure. Then, students prepare their own response to the video in a prewriting task. Next, teachers give the students time to fully draft their response. Finally, there is a group project that involves a presentation at the end of class. Although the chapter’s emphasis is writing, students develop other skills as well as speaking during class discussions and presentation, reading the example response, and listening to the video.

**Development of the Project**

The inspiration to help novice English teachers in East Asia stems from my own experience teaching in South Korea from 2009 to 2015. As a teacher without a pedagogical background, I was teaching on instinct. It was embarrassing to me that I could not justify why I taught the way I did. Thankfully, sometimes my instincts were correct, and I had mentors that could guide me in the right direction. Later on, as a trainer, I noticed that novice teachers were
not leading classes in which student were fully engaged and communicative. I was frustrated that I was in a position of authority, yet I didn’t have the pedagogical background to address all the teacher’s issues. I felt empathy for the teachers who were put in that position.

At the end of my time in Korea, I began to have some success with the use of video in my classes. I started teaching in an experimental smart classroom. I was required to prepare images, video, surveys, and power point presentations. Through this experience, I began to see the power of technology to keep students engaged. Students who were once difficult to draw out began making predictions, answering critical thinking questions, and justifying survey answers. When I returned home from East Asia, I shared my experiences in this smart classroom with my friends who were teachers in the United States and I really began to understand how unique this had been. I continued to use technology as I worked with a newly arrived Japanese family as an ESL tutor. I designed lessons around their interest in animation using video and multimedia presentations. The ability to adapt lessons to their interest seemed to increase their motivation and enthusiasm. As a TESOL student, I sat in on ESL lessons at a local community college taught by a teacher with a film background. As an observer, I was able to see students light up during the portions of the class that utilized films. Students enthusiastically spoke about the feeling and emotion of the characters in the film. They also spoke critically about the director’s choices like they would have in their L1.

Recently, I had a realization about my own language learning. As a learner of Korean, I have continuously experimented with various computer software, applications, and websites. My experiences tend to follow the same pattern. After an initial wave of excitement, these applications become a chore as I attempt to force myself to get through a level without making a grammar mistake. Finally, I decide to quit and move on to a new website or a new application. I
realized the only time that studying did not feel like a chore was when I watched my favorite Korean language TV shows. This was something I had started to do as a teacher in order to make my examples more compelling for my students and I continued to watch for pleasure even after I no longer taught Korean students.

These experiences led me to my research topic. I wanted to see if my anecdotal experiences and instincts about using video in the classroom had validity. Also, I wanted to find a way to help novice teachers improve their classes in way that was backed by research.
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Due to the demand for English language instruction in East Asia, the employment of under-qualified novice language teachers is a necessity. Many of the teachers that make their way to East Asia have no intention of pursuing a career in second language teaching. Therefore, learning all the important methodology and pedagogy is a non-starter for them. The curriculum and methods used in this handbook are intended as a tool to help novice teacher make up their lack of professional training by using video effectively in order make their classes more communicative. While experienced teachers have many tools in their tool box draw from that they know are psycho-linguistically plausible, novice teacher often rely on instinct. With this handbook novice teachers can quickly apply video in the four situations presented and make their classes more useful for their students.

Although this project is intended to help novice teachers, students will benefit as well. To begin with, students will be exposed to more authentic materials. By hearing more naturally spoken language students’ listening comprehension and communicative competence will improve (Weyers, 1999). Authentic video input has also been proven to increase the number of lexical items; words, cognates and idioms a speaker has at their disposal allowing them to describe events in more detail and therefore communicate more clearly. Students will also benefit from being exposed to L2 culture. For example, in Chapter 2 of this handbook there is a lesson about high school sports, a concept that is not as common in East Asia. The videos referred to in the handbook “Remember the Titans (Trailer)” and “$70 million high school football stadium,” give students a visual representation of these foreign and unfamiliar concepts. Since exposure to L2 culture provides intrinsic motivation for some students, it is possible that
videos on these topics will inspire students to explore on their own time. Finally, students also benefit from learning in different modalities. When teachers provide visual learners opportunities to process information in their preferred learning style it is easier for them to make mental modals to process new information (Mayer, 2009; Plass et al., 1998). In turn, they are able to participate in more aspects of class.

**Recommendations**

This handbook was designed with the novice teacher in mind. Because new teachers in East Asia are often inexperienced, they lack the pedagogical background to make their classes communicative and useful for their students. In order to successfully implement this project, the author would like to offer three important recommendations for the trainer and the teacher. The first recommendation is to make sure the trainer observes the teacher’s classes. The goal is to promote a communicative environment with plenty of student engagement. Therefore, the trainer should give praise and encouragement for what the teacher is already doing well. When observing, the trainer should identify a weakness of the teacher or the class and suggest a method for using video. For example, if students are struggling to comprehend a reading passage, a trainer can suggest that teachers use a preview video to enhance comprehension. The second recommendation for the trainer is to model the methods used in the handbook when training novice teachers. Simply reading through the handbook and sending teachers on their way is probably not sufficient. Experiencing the methods, as a student would, will provide a better perspective of what will work for their own students. Practice, mock teaching, and modelling the difficult parts multiple times would ensure a that implementation of the principles of multimedia teaching are understood. The third recommendation relates to adapting these methods to different levels and domains. For example, a speaking activity does not require students to integrate many
different videos for their final output as shown in the project. One simple video should be
enough of a stimulus for some levels. The author suggests organizing the exercise around the
three stages of presenting a video when adapting the methods. First, present the context of the
video clip and ask focus questions that help guide the students toward the main ideas of the
video. Second, continue to play, pause, and review in smaller, bite-size portions. Finally, make
the follow-up discussion or activity relate to their own lives and incorporate higher order critical
thinking questions.
REFERENCES


APPENDIXES

Handbook for Integrating Video
HANDBOOK FOR INTEGRATING VIDEO
BY: FRANK HEWINS
Welcome to the Handbook for Integrating Video. In this handbook, you will find four lesson plans for integrating video into reading, listening, speaking, and writing classes.

The mission for this handbook is to provide EFL teachers in East Asia with examples and best practices when using video as a supplementary tool. For listening lesson, videos will be used to preview concepts and as the main lecture. For reading lessons, video will be used to preview the topic of the reading and illustrate some concepts of L2 culture. For both speaking and writing lessons, video will be used as a stimulus. In the speaking lesson, students will be asked to integrated research from video and text. Using this information the students will have a debate. For the writing lesson, student will simply write a response to a video. All lessons, whether they are labelled reading, listening, speaking or writing integrate all the other skills as well.

As a new teacher in East Asia, you may find yourself struggling to motivate students or convey important details of a text. This handbook will help you prepare lessons that spark class discussions and improve student engagement.
LISTENING LESSON PLAN

Objectives: By the end of this lesson, students will be able to:

- Listen for important details and take notes on the topic
- Have a general understanding of the teenage brain
- Define and use vocabulary related to the topic

Materials Needed:

- Copies of materials, computer, projector

Procedures:

Vocabulary

- Present the vocabulary word. Discuss the meaning and ask questions about the word and picture to create context. Make an example sentence using the word. Have students make sentences using the words to confirm understanding.

Activate

- Teachers should ask the students what they know about the title of the lesson, “The Adolescent Brain.”
- Ask the students the activation questions to get an understanding about what they know about the topic.

Preview Reading

- Give the students some focus questions to think about when reading. “What are some characteristics of the adolescent brain?” and “What are the physical changes going on in the brain?”
- Have students read independently.
- Review focus questions and review any vocabulary words in the text. Ask any critical thinking questions you prepared. For example, “What are the implications for college students if we know that the prefrontal cortex doesn’t develop until the mid-twenties?”

Preview Video

- Give the students background on the video. For example, “We are going to watch a video from the University of California. You will hear a scientist talk about the brain.”
- Preview the first focus question with the student. Play the video from 0:00 to 1:15. Review the answer to question. Prepare some critical thinking questions for the sections like “What do you think would happen to brain if the prefrontal cortex was damaged?”
- Preview the second focus question. Play the video from 1:05 to 2:10. Review the answer to the question. Ask any critical thinking questions you have prepared.
- Preview the third focus question. Play the video from 2:10 to 3:30. Review the answer to the question. Ask any critical thinking questions you have prepared.
Listening

- Start the main listening section by giving the background of the video. For example, “This is about a 10 minute video of a speech given at a TED talk. It is broken up into three parts. This person is going to talk about the research she is doing on the adolescent brain.”

- Review how to take notes. For example “You don’t have to write everything you hear. Use symbols and abbreviations. Just listen for important details. If you get off track listen for numbers, names, lists, contrast words, questions and answers, and definitions of words.”

- For each part of the video, preview the video part by going over some of focus questions. Play the video for the length shown in the timestamps. Students should be taking notes while the video plays.

- When the part of video is over students use their notes to answer comprehension questions. After answering the comprehension question, the teachers give the answers and students grade.

- Then replay the video, pausing to have class discussions about parts of the video. Use the focus questions and comprehension questions to guide the conversation. Prepare critical thinking questions relating to the students life. For part one you may ask, “Have you done anything recently and realized afterwards it was risky?” or “How are you independent or different from your parents?”

- Repeat these steps for each main listening part.

Vocabulary Review

- Review the vocabulary words on the left. Do one of each exercise as a class. Give student 5-10 minutes to complete the work in pairs.

- Go over the answers with students. Any words that students are still struggling with make more example sentences.

Project

- Have a student read the background of the project. Show the students the example video from (16:00-18:45). They can just passively watch and use it as inspiration for their project.

- Tell the students that they will be making their own play to illustrate issues with the teenage brain. Split the students into groups of 3 or 4. Have them pick an issue to explore and brainstorm some characters.

- Give them 15 minutes to create their script. Teacher should circle the classrooms and become part of the groups. Teachers need to help slower groups get started. When time is up, give students 5 minutes to practice their scenes.

- Have students present in front of the class. When a group finishes give them applause and call on peers to give feedback.

Assessment:

- informal classroom observations and discussion

- thoroughness and accuracy of note-taking and accuracy of answers to comprehension questions,

- grasp of topic as demonstrated through the project
READING LESSON PLAN

Objectives: By the end of this lesson, students will be able to:

- discuss both sides of the issue related to high school sports
- define and use vocabulary related to the topic

Materials Needed:

- copies of materials, computer, projector

Procedures:

Vocabulary

- Present the vocabulary word. Discuss the meaning and ask questions about the word and picture to create context. Make an example sentence using the word. Have students make sentences using the words to confirm understanding.

Activate

- Teachers should ask the students what they know about the title of the lesson, “High School Sports.”
- Ask the students the activation questions to get an understanding about what they already know about the topic.

Preview Video

- Give the students background on the video. For example “We are going to watch the trailer from a movie called ‘Remember the Titans.’ It is a movie about American football.”
- Go over the first two focus questions with the student. Play the video from 0:00 to 1:15. Review the answer to question. Ask any critical thinking questions you’ve prepared.
- Go over the second focus question. Play the video from 1:05 to 2:20. Review the answer to the question. Ask any critical thinking questions you’ve prepared.

Outline

- This a way to preview the structure of the reading that they are about to read. First help students to find the claim “There is a debate about high school sports” within the reading. Have the students underline the claim in the reading. Walk around and check if they found the answer in the first paragraph.
- Next, they will find where the author introduces the two sides of the argument. Make sure the identify the sentences in paragraph 2 and paragraph 5 where each side of the argument is introduced.
- Finally, discuss the main ideas or reason for each side of the argument. Identify the ones in the book together. Then, have them work in pairs to identify the other main ideas in the other chapters
Reading

- Have the students read the passage independently. Once students have finished reading, they can answer the comprehension questions. Give them a total time limit of 15 minutes.

- After time is up, have students switch materials and grade their comprehension question. Record their score.

Reading Review

- Review some important points of the passage, paragraph by paragraph, switching between reviewing the comprehension questions and asking critical thinking questions. For example, “In paragraph 1, what movies are mentioned?” What are they about? Has anyone seen these movies? What are other popular movies about sports in your culture?”

- Continue for the same process for rest of the passage.

- Where a video is present next to the paragraph in the reading, use it to illustrate a concept mentioned within that paragraph. Follow the same procedure from the preview video. Give context. Ask the focus questions provided in the book. Play and pause the video following the time stamps. Ask critical thinking questions.

Vocabulary Review

- Review the vocabulary words on the left. Do one question of each type of exercise as a class. Give student 5-10 minutes to complete the work in pairs.

- Go over the answers with students. Any words that students are still struggling with make more example sentences.

Project

- Explain the scenario to students. They are going to create their own sport that is safe but still teaches important life skills.

- Split the student in groups of 3 or 4. The teacher may want to prepare their own example so the student know what the output will look like. Have students brainstorm ideas for their sport, come up with rules, materials, and skills taught.

- Next, students will work together to make a flyer to advertise their new sport. Teachers should circle the room and make sure students include all the important information. Give students about 15 minute to prepare their flyer and practice presenting it.

- Have students present in front of the class. When a group finishes, give them applause and call on peers to give feedback.

Assessments:

- informal classroom observations and discussion

- accuracy of answers to comprehension questions

- grasp of issues related to the topic as demonstrated through the content of the project
**SPEAKING LESSON PLAN**

**Objectives:** By the end of this lesson, students will be able to:

- discuss both side of the issue related to single-sex classrooms
- use vocabulary related to the topic
- use evidence to support their argument
- integrate information from video and text sources into their output

**Materials Needed:**

- copies of materials, computer, projector

**Procedures:**

**Vocabulary**

- Present the vocabulary word. Discuss the meaning and ask questions about the word and picture to create context. Make an example sentence using the word. Have students make sentences using the words to confirm understanding.

**Pros and Cons**

- Briefly explain both sides of the issue for the students.
- Elicit possible arguments for each side. If students are struggling, give students one or two examples to get started. Brainstorm as many as possible. Students will comeback to this page after receiving more input on the topic.

**Video Research**

- Explain to the students that they will be watching a series of videos related to the topic. Students need to take notes while they watch the videos in order to find evidence for the arguments. They should be listening for statistics, studies, names, lists, definitions and questions and answers.
- For the first video, give the background and the source of the video. Preview the first set of focus questions.
- Start and stop the video according to the time stamps. Make sure students can answer the focus questions. Continue the process until each of the sets of focus questions are discussed. Ask students critical thinking questions.
- After each video, allow students to add arguments to their pros and cons page. Follow the same procedure for each video.

**Article Research / Assign Roles**

- Break the students into two equal teams. Assign each team a side of the debate.
- This is an informal debate. Explain each of the roles in the debate. Have each student decide on a role and argument to write on.
Pass out articles for students to look through. Explain to the students that they will be looking for evidence for their arguments like statistics, studies, expert opinions, anecdotes, and examples. Give students 20 minutes to look through the articles and help each other find evidence. Teachers should become part of the groups. Here are some possible articles that teachers can use for this topic.


**Drafting & Debate Prep**

- Give students time to write out their argument. Have them refer to their video research and article research notes. If they finish early, they can practice how they will present their arguments. Teachers can go around to individual students to see if they are covering everything they need to for their role. Make sure they are using evidence.

**Debate**

- It is the teacher’s role to be the judge. Tell the students your criteria for winning. For example, you could say “Today, I will be choosing a winner based on the best evidence, style, and the best rebuttal.”
- Choose a side to go first and then alternate each team. When one team is speaking the other team should take notes.
- Before the final speakers, give the students 5 minutes to use their notes to help the final speakers to prepare rebuttals.
- After the final speaker presents the teacher chooses a winner based on the criteria.

**Assessment:**

- informal classroom observations and discussion
- strength of arguments
- performance during presentation
WRITING LESSON PLAN

Objectives: By the end of this lesson students will be able to:

- understand a new aspect of L2 culture
- integrate prior knowledge of the topic with newly received input
- express opinions in writing and back them up with support

Materials Needed:

- copies of materials, computer, projector, sticky notes, colored pens

Procedures:

Warm-up

- Begin discussion by looking at the title and asking students questions like “What do think of when you hear the term ‘takes off’?” or “What do you think is in a ‘memory book’?”
- Ask students to make predictions about they think they will see in the video based on the titles.

Focus Questions

- Preview the focus questions.
- Remind students how to take notes. Have them look out for any statistics, studies, expert opinions, anecdotes, and examples

Watch Video

- Play the video and pause according to the time stamps in the lesson.
- Have student take notes.
- When paused ask the students to answer the appropriate focus questions. If students can not answer the question rewind the video to replay the appropriate section.
- Continue to play and pause according to the time stamps until the video is over.

Post Video Discussion

- Go over the discussion questions printed in the lesson
- Teacher should also prepare some critical thinking questions. An example critical think question could be “Compare the grandpa in the story to your own. Are they similar in any ways?” or, “Hailu Mergia’s music was famous in his home country, yet when he moved to the United States few people knew about him. How do you think he felt?”

Example Response and Analysis

- Explain to the students that they will be writing a response to the video they just viewed.
- Give them 3 minutes to read the example response and answer questions about it. (The example response is to unrelated video in order to avoid influencing students’ responses.)

- As a class, ask students to identify the important parts of the example response like the author’s opinion, the examples used and the lessons learned from the video. Teachers can also ask students about the tone, tense and any other element of the writing. The focus should not be on content, but structure and style.

**Prewriting**

- Use this section to have student brainstorm the important elements of their own response; opinion, examples/details, and lessons learned.

- Teacher may want to brainstorm some positive and negative words related to emotions; inspiring, annoying, irritating, exciting, creative, depressing, and so on.

- Make sure students know that they can write a negative or critical response as long as the back up their opinion with details and examples.

**Draft**

- Give students 10 minutes to work independently on their response to the video. Remind students to write freely and that no one will grade their grammar.

- Teachers should circle the classroom and help any students struggling to get started. Teachers should periodically remind student of how much time is left.

**Peer Response (optional)**

- This part of the materials mimics the YouTube commenting section. Pass out three sticky notes to students. Have them leave their own video responses on their desk and go around the classroom to read other student responses. They will use the sticky notes to “comment” on other students responses.

**Project**

- Do part of the brainstorming as a class. Then, break the student in to groups and continue to brainstorm ideas. After a few minutes, have the students come to a decision on the important aspects of their project.

- Give the students 10 minute to color, write, and prepare their presentation.

- Have students present in front of the class. When a group finishes, give them applause and call on peers to give feedback.

**Assessment:**

- informal classroom observations and discussion

- grasp of issues related to the video as demonstrated through writing and content of the project
CHAPTER 1: LISTENING

The Adolescent Brain

VOCABULARY

Independence

Taking Risks

Reward

Impulsive

Behavior

Prefrontal Cortex

Adolescence

MRI

Consequence
ACTIVATE

At what age do you consider someone an adult?

What are some ways that teenagers and adults act differently?

How do teenagers prefer to spend their time?

Who do teenagers prefer to spend their time with?

Can you share a story about a teenager in your family?

PREVIEW READING

Stanley Hall coined the term adolescence to describe people between childhood and adulthood. Some characteristics that defined adolescence for Hall include an increase in risky behaviors, a strong dependence on friendships and a heightened self-consciousness. Scientists have learned in the last twenty years that the brain undergoes substantial development during adolescence. During this time, connections between brain cells are strengthened. Additionally, the prefrontal cortex, the part of the brain that controls decision making begins to develop. It will continue developing until the person reaches their mid-twenties. (Blakemore, 2018)

PREVIEW VIDEO

What part of the brain is the scientist interested in? (0:00-1:05)

How do scientists measure teenagers’ problem solving ability? (1:05 - 2:10)

What big problem do teenagers have when solving problems? (2:10 - 3:30)
LISTENING (PART 1)

FOCUS QUESTIONS (0:00 - 2:40)

What is Adriana Galván’s job?

What is the teenage brain good at doing?

What is the last part of the brain to develop?

What does this part of the brain control?

NOTE TAKING

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

COMPREHENSION QUESTIONS

Circle T for True. Circle F for False

T  F  The brain doesn’t change after childhood.

T  F  One of the functions of adolescence is to establish independence.

T  F  The teenage brain is sensitive to social information.

T  F  Your brain develops from the front to the back.

T  F  The back of your brain helps you think about the consequences of your actions.

“Insight into the Teenage Brain” By Adriana Galván @ TEDxYOUTH Cal Tech 01.19.2013
LISTENING (PART 2)

FOCUS QUESTIONS (2:40 - 6:40)

What does the striatum do?
What do scientists give the participants as a reward?
Which group responds better to rewards - adults or teenagers?

NOTE TAKING

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

COMPREHENSION QUESTIONS
Circle the correct answer

1) What is NOT TRUE about the striatum?
   a) It releases dopamine.
   b) It is the reward system.
   c) It is located in the deeper layers of the brain.
   d) It controls breathing.

2) How do scientists see what is happening in the participant’s brain?
   a) They show them pictures.
   b) They give them an X-ray.
   c) They use an f-MRI.
   d) All of the above.
LISTENING (PART 3)

FOCUS QUESTIONS (6:40 - END)

What is the next reward the scientists offer the participants?

Which group responds to this reward the most?

NOTE TAKING

COMPREHENSION QUESTIONS
Write the answer to the questions in the blanks.

1) What do these experiments tell us about teenagers and rewards?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

2) What are some positives and negatives about the adolescent brain?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

“Insight into the Teenage Brain” By Adriana Galván @ TEDxYOUTH Cal Tech 01.19.2013
VOCABULARY

Directions: Match the following vocabulary words with their definition.

1. the way a person acts
   a. Adolescence

2. the area of the brain that controls planning and decision making
   b. Independence

3. the period of time in a person’s life when they are developing into an adult
   c. Prefrontal cortex

4. doing something that might be dangerous
   d. Behavior

5. the ability to live your life without being helped by other people
   e. Taking Risks

6. a way to take pictures of the organs inside a person’s body
   f. Reward

7. a bad result of an action
   g. Impulsive

8. something given in exchange for a good idea or good work
   h. MRI

9. doing something without planning or consideration of the results
   i. Consequence

Directions: Use the vocabulary words from above to fill in the blanks.

1. Before I had surgery, doctors took an ________________ of my knee to see what was wrong.

2. During ________________, she spent more time with her friends than with her family.

3. Some people believe that teens should not receive the death penalty because their ________________ is not developed.

4. Many people were upset with the terrible ________________ of the fans in the stadium.

5. It is important for children to move out of their house so they have some ________________.

6. There is a ________________ for the child who gets the best grades.

7. The ________________ for driving too fast could be major injuries or even death.
In 2013, teenagers at the Islington Community Theatre in London wrote and performed a play about the nature of the adolescent brain. Inspired by the work of neuroscientist Sarah-Jayne Blakemore, “Brainstorm” shows the chaotic changes that all people go through in their teenage years. The play asks viewers to see teenagers as individuals despite their age.

“Brainstorm”
By Sarah-Jayne Blackmore & the Islington Community Theatre
@ Imagining the Future of Medicine
04.21.2014

PROJECT

Brainstorm

Choose and issue your group would like to explore. Brainstorm some characters.

Issue 1: Engaging in risky behavior.

Issue 2: Difficulty planning and making decisions

Issue 3: Need for reward

Issue 4: Increased dependence on friendships

Issue 5: Heightened self-consciousness and embarrassment

Characters:
CHAPTER 2: READING
High School Sports

VOCABULARY

athletics
prioritize
perseverance

leadership
distraction
discipline

encourage
on par with
academic
ACTIVATE

What sports do you play?

Do any of your parents encourage you to play sports?

What do you learn from being on a team?

Is a school responsible for making sure their students exercise?

What role do sports have at your school? How often do you play sports at school?

PREVIEW VIDEO

What are some of the demands that the coach has of his players?

How would you describe the sport of football to someone who has never seen it before?

How did the players behave at the beginning of the video? How did they change?

What do you think the players learned from being on this team?

OUTLINE

There is a debate about high school sports.

Helpful

1.

2.

3. Exercise

Harmful

1. A waste of money

2.

3.
Athletics have long been a part of the high school experience for students in the United States. Boys and girls spend countless hours after school, running, jumping, and learning new skills. To many, the weekly football game is the high point of the school week. It can be seen in movies like “Friday Night Lights,” “Varsity Blues,” and “Remember the Titans.” However, there is some debate about whether high school sports are helpful or harmful to students.

First, high school sports are where many students learn important interpersonal skills like teamwork and leadership. According to Harvard Professor Robert Blendon, parents believe that playing team sports like football prepare students for life beyond the game (Neighmond, 2015). These parents believe that participation in team sports teaches fellowship and leadership skills that their children can use when they become adults. Some research shows that participation in athletics leads to higher income later in life (Greene & Bowen, 2014). For example, a study by Ernst and Young found that 55 percent of top female executives had played a sport into college (LaVoi, 2014).

Also, some parents believe that sports teach qualities like persistence and discipline. High school sports have been compared to the military. Players practice every school day. The coach puts the players through difficult drills and pushes the players to complete them even when they don’t think they can. Parents believe this type of routine will teach them discipline that can be transferred to other areas in life. Dwayne “The Rock” Johnson credits the discipline instilled in him by his high school football coach for his success off the field.
Another reason why parents value high school sports is that parents know that physical exercise is good for students’ health. About 76 percent of parents encourage their children to participate in athletics and many of these parents cite health and physical activity as the reason (Neighmond, 2015). To them, high school athletic are one of the best ways to combat childhood obesity and are preferable to spending time on social media or being in front of a computer screen (Stallworth, 2015).

However, not everyone agrees that athletics are helpful in an educational environment. Some people believe that money used for high school sports to pay for coaches, equipment, and transportation should be used for academic purposes. One Texas high school even spent $72 million dollars to build a state-of-the-art stadium for their football team. Sociologist Earl Smith (2014) believes this type of spending shows schools prioritize sports over academics and other after-school activities. Money used for sports teams could be diverted to school libraries and science labs that all students use, not just the athletes.

In addition, sports are seen as a distraction from learning. Countries that rank highly on global education rankings, like Finland and South Korea, don’t waste school time on athletics (Ripley, 2015). In fact, when students from other countries come to the United States to study, they often comment on how surprising it is to see students training and others cheering them on. One German student commented that, “doing well in sports in the States was just as important as having good grades (Ripley, 2015)”
Finally, parents worry that students will be injured playing high school sports. Female basketball and soccer players are at great risk for ACL tears, an injury that requires surgery and takes over a year to recover from. Girls are three times as likely to suffer an ACL tear than males (LoGuidice, 2018). For football and hockey players, the biggest worry is a brain injury. One study found that a single season of high school football could physically change nerve fibers in the brain (Westerman, 2018). This could affect their motor and sensory functions later in life.

Sports are embedded in American high schools in a way that is not common in other countries. Perhaps, the skills that these sports teach students will lead them to success later in life. On the other hand, more time spent on science, math, and English would put U.S. student on par with Finland and South Korea.

**TRUE / FALSE QUESTIONS**

1. T F  1) Everyone agrees that high school sports are helpful for students.

2. T F  2) The movies “Friday Night Lights” and “Remember the Titans” are about high school football.

3. T F  3) According to the text, 76 percent of parents encourage their children to study.


5. T F  5) A Texas high school spent $72 million dollars on a football stadium.

6. T F  6) All football players get brain injuries.

7. T F  7) It is common for high schoolers to play sports at school in Finland.
COMPREHENSION QUESTIONS

1) According to the passage, athletics teach all of the following EXCEPT ______________.
   a) teamwork
   b) discipline
   c) compassion
   d) leadership

2) The author mentions “a study by Ernst and Young” in order to ______________.
   a) illustrate that participation in athletics lead to success later in life
   b) show the importance of exercise
   c) contrast the idea that studying math and science is important
   d) reject the idea that sports builds leadership

3) The word diverted in paragraph 5 is closest in meaning to ______________.
   a) improved
   b) rerouted
   c) invested
   d) wasted

4) The pronoun they in paragraph 6 is in reference to what word?
   a) the countries of Finland and South Korea
   b) athletes
   c) students from the United States
   d) students from other countries

5) According to the passage, high school sports are harmful because ____________.
   Choose more than one answer if necessary.
   a) student athletes can be injured
   b) they distract from academics
   c) student don’t learn any important skills from them
   d) all of the above

VOCABULARY
Directions: Match the following vocabulary words with their definition.

a. Athletics                              1. continued effort and determination  
b. Prioritize                             2. sports or physical activities  
c. Perseverance                           3. something that prevents someone from giving their full attention to a task  
d. Leadership                            4. to arrange things in order of importance  
e. Distraction                           5. the set of characteristics that makes a good leader  
f. Discipline                             6. to help someone feel confident and able to do something  
g. Encourage                              7. connected with studying, related to schools  
h. On par with                            8. training that produces self control or willpower  
i. Academic                               9. equal or similar to  

1. In my opinion, only Mozart is ______________________ Bach.
2. I can turn off the television if it is a__________________________.
3. The captain of the team should not lack _______________________ qualities.
4. You need to ______________________ doing your homework over playing video games.
5. My grandfather coached ______________________ like tennis, swimming, and baseball.
6. Our parents always ___________________________ us to ask questions.
7. I always preferred gym class to other _______________________ subjects in school, like math.
Parents are concerned about the increase in injuries to students competing on the school’s teams. School administrators want to introduce a new sport that will be safer for students but still teach important life skills. It is your job to create this new sport.

Name of new sport:

Materials needed:  

Skills taught:  

Directions: Use the vocabulary words from above to fill in the blanks.

How to play:
There will be tryouts for your new sports team. You need to create a flyer that appeals to both students and parents. Remember to include all the important information about your sport, as well as the date and time of the tryout.
CHAPTER 3: SPEAKING

VOCABULARY

Single-sex
Co-educational
Development
Competitive
Cooperative
Separate
Diversity
STEM
Empathize
**PROS AND CONS**

- Single sex classrooms are helpful for student development.
- Single sex classrooms are harmful for student development.
## VIDEO RESEARCH

### “All-Girls Schools Have No Girl Power” by Seeker

**0:00 - 0:40**  
What is single sex education?  
How many single sex classes were there in 2002? How many now?

**0:40 - 2:20**  
What do the different sides believe?  
What side does the study support?

**2:20 - 3:40**  
What did the study from Saudi Arabia find?  
What did the study from the 1970’s find?

### “Assignment Education: Single-Gender Classrooms (Part1)” by WKBT TV

**0:00 - 1:10**  
How are the boys taught?  
How are the girls taught?

**1:10 - 2:10**  
What are some of the benefits of single-sex classrooms?

**2:10 - End**  
What are some of the concerns people have?
### “Single-Sex Classroom at Chappell Elementary” by WLUK-TV Fox 11

<table>
<thead>
<tr>
<th>Time</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:00 - 0:50</td>
<td>How would you describe the girls classroom?</td>
</tr>
<tr>
<td></td>
<td>How would you describe the boys classroom?</td>
</tr>
<tr>
<td>0:50 - 1:45</td>
<td>What are some positive results the teachers have seen?</td>
</tr>
<tr>
<td></td>
<td>How do the students feel about their single sex classrooms?</td>
</tr>
</tbody>
</table>

### “Single-Sex or Co-educational Classes” by 60 Minutes Australia

<table>
<thead>
<tr>
<th>Time</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:40 - 4:20</td>
<td>Why did Barker College become co-educational?</td>
</tr>
<tr>
<td>11:20 - 12:40</td>
<td>What does Dr. Lise Eliot conclude?</td>
</tr>
</tbody>
</table>


“Beloit School Explains Single-Gender Classroom Project” by Channel 3000 - News 3

0:00 - 1:30
According to the teachers, how do boys and girls learn differently?

1:30 - End
In what ways is the program working?

---

“Single-Sex Public Schools” by CBS News

0:00 - 0:55
What has happened to the test scores at Woodward Elementary?

0:55 - 1:50
Why are the critics worried about single sex classrooms?

How do the students feel about single sex classes?
DEBATE ROLES

First Speaker
Introduce each speaker and their topic. Present the first reason for your side with details and examples.

Second Speaker
Present the second reason for your side with details and examples.

Third Speaker
Present the third reason for your side with details and examples.

Final Speaker
Present rebuttals to each speaker. Outline your team’s reasons and explain why your argument is better.

First Speaker
Introduce each speaker and their topic. Present the first reason for your side with details and examples.

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Present the second reason for your side with details and examples.

Third Speaker
Present the third reason for your side with details and examples.

Final Speaker
Present rebuttals to each speaker. Outline your team’s reasons and explain why your argument is better.
CHAPTER 4: WRITING (PART 1)
“My Grandfather’s Memory Book” By Colin Levy (New York Times Op-Docs)

FOCUS QUESTIONS

0:00 - 1:15
What was the grandfather’s job?
What is a memory book?

1:15 - 4:30
What are some of the stories recorded in this book?
Who was the memory book made for?

NOTE TAKING

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

DISCUSSION QUESTIONS

Did you have positive or negative feelings about this video?

What word illustrates your feelings about this video overall?

How would you describe the grandfather’s personality?

Would you consider making a memory book for your grandchildren? Why or why not?
This is a very touching video. It almost made me cry. I was amazed to see how the main character helped people everyday even though he received nothing in return. He didn’t have much money but his life was filled with love. I liked the part of the video when he sees the child is gone and fears the worst. He feels relieved when he sees that she is just returning from school. I also enjoyed the scene when he helped the old woman move a cart. Although the task was difficult and they had little money, they were both smiling and laughing.

Most people like to think that they would help others when they see them struggling. The truth is, many people ignore the homeless and forget to be kind to the elderly. The main character in this video helps everyone who is suffering, including the animals and plants. This video inspired me to try to do similar things in my own community.

**ANALYSIS**

What is the author’s opinion of the video?

What examples from the video does the author use?

According to the author, what lessons were learned from watching the video?

**PREWRITING**

What is your opinion of the video, “My Grandfather’s Memory Book”?

What parts of “My Grandfather’s Memory Book” did you like or dislike?

How do you think “My Grandfather’s Memory Book” relates to your own life?
Write a comment about this video. Make sure you express your opinion of the video. Use examples from the video. Please answer if these video relates or doesn’t relate to your life.
PROJECT

Brainstorm three memories from your life that you would like to share with people at the end of your life. They could be happy memories, funny memories, strange memories, or sad memories. Create your own “memory book” for the important people in your life. When you finish, present your memory book to the class.

Memory 1:

Memory 2:

Memory 3:
CHAPTER 4: WRITING (PART 2)
“Hailu Mergia Takes Off” by Far Off Sounds

FOCUS QUESTIONS

0:00 - 3:00
What is Hailu Mergia’s current job?
What is Hailu Mergia passionate about?
Where was Hailu Mergia originally from, and what did he do there?

3:00 - 6:30
Why wasn’t Hailu Mergia’s band successful when they came to the States?
How does he feel about his home country?
How did Hailu Mergia’s music become popular again?

NOTE TAKING

____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

DISCUSSION QUESTIONS

Did you have positive or negative feelings about this video?
What word illustrates your feelings about this video overall?
What do you think Hailu Mergia’s passengers would think about his special talent?
Why do you think that Hailu Mergia continues to drive his taxi?
EXAMPLE COMMENT

This is a very touching video. It almost made me cry. I was amazed to see how the main character helped people everyday even though he received nothing in return. He didn’t have much money but his life was filled with love. I liked the part of the video when he sees the child is gone and fears the worst. He feels relieved when he sees that she is just returning from school. I also enjoyed the scene when he helped the old woman move a cart. Although the task was difficult and they had little money, they were both smiling and laughing.

Most people like to think that they would help others when they see them struggling. The truth is, many people ignore the homeless and forget to be kind to the elderly. The main character in this video helps everyone who is suffering, including the animals and plants. This video inspired me to try to do similar things in my own community.

ANALYSIS

What the is author’s opinion of the video?

What examples from the video does the author use?

According to the author, what lessons were learned from watching the video?

PREWRITING

What is your opinion of the video, “Hailu Mergia Takes Off”?

What parts of “Hailu Mergia Takes Off” did you like or dislike?

How do you think “Hailu Mergia Takes Off” relates to your own life?
Write a comment about this video. Make sure you express your opinion of the video. Use examples from the video. Please answer if these video relates or doesn’t relate to your life.
Like Superman, Hailu Mergia lives a secret life and has a secret talent. By day, he has what many people think is an ordinary job. His passengers don’t know that he was a famous musician in his home country and a talented piano player. Draw a character who has a common job but also has a secret talent. Below the pictures provide some details about this character’s life. When you are finished, present character to the class.

<table>
<thead>
<tr>
<th>Day Job</th>
<th>Secret Talent</th>
</tr>
</thead>
</table>

Name:

Detail 1:

Detail 2:

Detail 3:
ANSWER KEY

Chapter 1: Listening

Listening (Part 2)  1.D  2.C
Listening (Part 3)  1. Teenagers may be more susceptible to rewards.
                2. Answers may vary

Vocabulary (Matching)  a.3  b.5  c.2  d.1  e.4  f.8  g.9  h.6  i.7
Vocabulary (Fill-in)  1. MRI  2. adolescence  3. prefrontal cortex  4. behavior
                5. independence  6. reward  7. consequences

Chapter 2: Reading

Outline  Helpful: teamwork and leadership, exercise, persistence and practice
        Harmful: waste of money, distractions, injuries

                1.c  2.a  3.b  4.d  5 a.b

Vocabulary  a.2  b.4  c.1  d.5  e.3  f.8  g.6  h.9  i.7
            1. on par with  2. distraction  3. leadership  4. prioritize
            5. athletics  6. encouraged  7. academics


VIDEOS

$70 million high school football stadium - one of the most expensive in America -- opens Thursday [Video file]. (2018, August 29). Retrieved December 14, 2018, from https://www.youtube.com/watch?v=6o29ZZ9mJSQ


Yakin, B. (Director). (2012, January 13). Remember the Titans (Trailer) [Video file]. Retrieved December 14, 2018, from https://www.youtube.com/watch?v=ThTD7u5z9hw


Polygon data were generated by Database Center for Life Science


lyncconf.com


401kcalculator.org


