“ON MEDIA AND MESSAGING: 
INCORPORATING VIDEO AND SOCIAL NETWORKING INTO LANGUAGE AND CULTURE CLASSES

Immediate Goals:
- Develop our language learners into active viewers and listeners
- Make video materials an essential component of the interactive FL classroom

I. Is Any Video "Good" Video?

Useful language/culture video should have:

1. Desirable linguistic material
   - current
   - accurate (not prescriptive)
   - useful

2. High audio/visual correlation
   - video track is essential to complete understanding
   - video track facilitates comprehension of text
   - visuals may stand alone without text

3. Multiple "layers"
   - encourage (if not require) repeated viewings to understand
   - cultural literacy issues
   - paralinguistic elements (gestures, proxemics, body language, etc.)

4. High production values
   - present a complete discrete segment (beginning, middle, end)
   - compelling/entertaining
   - maintain interest of a native speaker/viewer
II. Exploitation of Video Materials

1. *Preview*
   Makes the material (linguistic and non-linguistic) of the video segment more readily accessible to the learner by:
   
   • Introducing new concepts (lexical, grammatical, functional, cultural, etc.) before the first viewing of the segment;
   • Providing background information to help learner develop native-like schemata or "prior text" to understand video material (basis for cultural literacy);
   • Allowing learner to apply native language strategies to new material;
   • Preparing the learner to comprehend the material without giving away the "punch" of the segment.

2. *Task Viewing*
   Guides the learner in "peeling" away the various layers of the video segment and discover and master the linguistic, paralinguistic, and cultural material contained in it by:
   
   • Requiring the learner to view and re-view the video material in order to solve the assigned task;
   • Focusing the learner's attention on relevant elements in the segment;
   • Organizing and structuring the viewing to make the material memorable and relevant, not testing his/her memory;
   • Maintaining the integrity of the original segment.

3. *Follow-Up*
   Help the learner understand the broader application of the material covered in the segment by:
   
   • Adding to or building on the layers of information presented in the video;
   • Extending the frame of usage of the material already learned;
   • Providing additional material to complete or supplement the portrait created by the video material.

III. The Law of Authentic Media Use

[Box: ADJUST THE TASK, NOT THE TEXT!]