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# Utilizing Selfies to Promote Language Learning

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# Selfie-video as a tool

- Using smartphone/tablet technology to focus on learners' speech production
- Encouraging students to self-assess
- Focus on communication



**Start with a selfie-video**

# Basic Rationale



Technology--

it's what the kids want.

# Expanding technology

- **Smartphones that are leading the mobile charge.** By 2020 they will account for 80 percent of all mobile data traffic.
- **Emerging markets:** Asia Pacific, the Middle East and Africa will account for 80 percent of all new subscriptions in the next five years
- **Video chat** is one of the fastest growing channels of communication. In a 5 year span, the number of video chat users grew by an estimated 317 million users.

# Presentation Overview:

## Part 1:

- 3 Reasons for Why Selfies?
  - Rationale, Assignment types, and examples

## Part 2:

- Ways to “submit”
- Feedback/Grading
- Things to be aware of

# Part 1: Why Selfies?

- 3 Reasons for Why Selfies?
- Rationale, Assignment types, and examples

# Why Selfie Videos for ESL?

- 1) Comfort
- 2) Awareness
- 3) Creativity

# Reason 1- Comfort:

- Best Practices: Nation and Newton (2009) and Folse (2008)  
“Comfort is Key” for communicative language activities.
- Genuine Communicative activities: In self-assessments, students at INTO rated Selfie Video assignments “highly effective/easy to access” in a wide variety of types of assignments.
- Media Culture: Students want online (and video) persona to be curated; they can comfortably and easily access the desire to self-correct, and to make themselves look and sound good.

# Comfort: Young people and cellphones

- 67% [of smartphone owners] use their phone to *share pictures, videos, or commentary about events happening in their community*, with 35% doing so frequently.

In a national survey of teens ages 13 to 17

- Video chat: 59% of all teens video chat with their friends; 7% video chat with friends daily.

# Comfort: Classroom rapport

- Growing comfort within the video:
  - Greeting teachers
  - Explaining surroundings
  - Comfort between students
  - Increased comfort over time
  - Comfort viewing themselves (in English)

# Assignment examples connected to comfort

- Generating topical information about a topic
- Reflections on experiences

Sample of comfort: tell a story

## Reason 2- Awareness:

- Inward and outward attention. Daniel Willingham, Psychologist.
- College-age students have a unique awareness of their own self-presentation.
- Smart phone use doesn't have to be just about outward attention (trolling for videos, instagram)
- Smart phones can be used effectively to look inward (self-correction)
- 60% of hiring managers have conducted a job interview through video chat

Willingham, Daniel T. *Smartphones Don't Make Us Dumb*. New York Times, Jan. 20, 2015.

<https://customericare.com/infographics-the-untapped-potential-of-ecommerce-video-chat/>

# Assignment examples connected to awareness

- Grammar point reinforcement
- Diagnostic tool at the beginning of a term
- Minimal Pairs pronunciation practice
- Open-ended questions with focus on self-correction

Sample of awareness: opinion sharing

## Reason 3- Creativity:

- Selfies inspire a linguistically creative process:
- Selfies focus on creatively “trying on” and assessing what works in the video (grammar, vocabulary, sentence structure)
  - novel utterances
  - looking for grammar/vocabulary “on the fly” (not much time to reflect)
  - forming the whole (gestalt) from the parts
- Creative practice of designing, organizing and implementing the video

# Assignment examples connected to creativity

- Summarizing information prior to writing a summary
- Critical thinking: sharing opinions, making connections to class content/topics

Sample of creativity: 2 truths and a lie

# Part 2: Classroom logistics

- Ways to “submit”
- Feedback/Grading
- Things to be aware of

# Ways to “submit”

- Shared during class time
- Selfie-conferences
- Document camera (with sound)
- Share through Google Drive
- Class or school educational platform

# Feedback Types

- Recorded video response
- Pronunciation links/exercises
- Peer feedback, class feedback
- Holistic/formative rubrics

▼ Pronunciation

- 📎 Dictionary Pronunciation Guide .pdf
- 🔗 -ed pronunciation video
- 🔗 /th/ pronunciation
- 🔗 More /th/ pronunciation...plus many other pronunciation videos on this link!
- 🔗 Silent K, a little silly but fun!
- 🔗 Introduction to vowel sounds...this is the first of many videos. If you like this one you can find more of her videos on YouTube.
- 🔗 How to sound like a native speaker

# Things to be aware of

- Students are nervous at first
  - *recording themselves, easy to review*
  - *sharing with class*
  - *providing feedback to other students*
- Announce audience ahead
- Set expectations for assignment (formality)
- Uploading and technology issues (upright orientation)

# Questions or comments?

## Record a video and send it to us!

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# Next slides:

Sample documents which are also linked throughout the presentation

# Sample Assignments: Topical Information

## Unit Topic: Gender and Society

Find a pic of someone in traditional or nontraditional gender role. Then, in a 1-3 minute selfie video:

1. Describe the picture
2. Explain why you think this is/is not an example of a traditional gender role.
3. Tell me what you think someone from your country would think of the picture.
4. Tell me what you think someone from the US would think of the picture.

## Unit Topic: After Oil

Tonight you need to look at these charts and make a 1-2 minute selfie. In your selfie, tell me what the trends are regarding the production and use of different types of power used by the different states. Also, tell me what is interesting or surprising about the charts.

# Sample Assignments: Reflections

## Connecting to Content-Vocabulary Practice: Unit on Human Migration

In a 2 minute selfie, answer 2 of the following questions.

1. Where are your **ancestors** from? What do you know about them?
2. Has your family **retained** any traditions and customs? Explain.
3. What ethnic **minorities** are there in your country? How are they treated? Do people **discriminate** against them?

## Presentation Reflection: Pre and Post

**Preparation:** Tonight you are going to [practice your presentation and record yourself in a selfie video](#). After you have recorded your selfie, you will need to [watch the video and give yourself a grade based on the rubric](#) for this presentation.

Download this chart, complete it, and submit both your selfie and the chart on Canvas before class starts on Tuesday. You will need to review the descriptors in the rubric to help you assign yourself a grade.

**Reflection:** Tonight you are going to reflect on how your presentation went today by answering the following questions in a selfie: 1.

1. What do you think you did well? Why?
2. What do you think you need to improve for next time?
3. How will you prepare differently for your next presentation?

Your selfie should be 1-2 minutes long. Make sure you review my comments on your first selfie and listen to/watch your selfie video before you submit it. Watching yourself may sound a bit scary, but it will really help you improve your pronunciation and fluency.

# Sample Assignments: Grammar Point Reinforcement

## Past Tense

Each person will create a 1-3 min selfie-video using a cell-phone, tablet, or computer. In the video, you will tell a true story in the past tense. The story can be interesting, exciting, scary, funny, or embarrassing. You can record, and re-record the video as many times as you want/need before the due date. On the due date, you will bring your video to class (and submit it to Canvas) and you will show your video to the class. In the video, we (the entire class) will listen for comprehensibility (can we understand your story), and specific pronunciation/grammatical problems which impede or impact your communication.

## Hypotheticals

You must speak for 3-5 minutes about the topic you choose. After listening, you will write comments about your own speech. This means that you will watch your video and make comments on your own grammar and pronunciation. I want to see that you are working on the specific areas I mentioned in your previous selfie videos. There are a number of resources in the Pronunciation Module, you should also utilize the Clear Speech textbook for additional pronunciation help.

- Hypotheticals- If \_\_\_\_ (past tense) \_\_\_\_, I would \_\_\_\_\_
  - If you were the president...
  - If you were an alien visiting from another planet....
  - If your best friend were suddenly mute (cannot talk)....

# Sample Assignments: Diagnostic

<p>/s/</p> <p>He wishes for sunshine on Saturday. The tickets are on sale. The sisters were born in summer.</p>	<p>/l/</p> <p>Sally feels frail. There is a roll over there. I always arrive late to the lake.</p>	<p>voiceless /f/</p> <p>She sailed on the ferry for free. The fan is moving fast. The fox ate half a leaf.</p>
<p>/t/</p> <p>We travel by train to see my family. Tom talks to customers all day long. We treated ourselves to pastry.</p>	<p>/p/</p> <p>They prepared pasta for supper. He plays piano in the apartment. They clip the cord so it doesn't beep.</p>	<p>voiced /v/</p> <p>It's a very lovely evening. Did you leave the van in view? I believe you have my favorite one.</p>
<p>/r/</p> <p>It is rare to reveal the answers. He rated the class very highly. There is her pair of shoes.</p>	<p>voiceless /s/</p> <p>The seal faced the sea. Please stay at my place. How nice of you to come!</p>	<p>voiced /th/</p> <p>Their father likes their mother. The clothing is right for the weather. They breathe together rather than alone.</p>
<p>/d/</p> <p>They hired Dan to walk the dog. They'd like it if you'd drive here. The deal on dinner is descent.</p>	<p>voiced /z/</p> <p>Ms. Franz owns the zoo. My eyes feel fuzzy in the dark. It's amazing that you're visiting.</p>	<p>voiceless /th/</p> <p>Thank you for the birthday gift. He was the ninth athlete to finish the marathon. I think it will thunder on Thursday.</p>
<p>Vowel Sounds</p>		
<p>I bet the bat on the track. I bit the bait on the truck.</p>	<p>The man used the map with luck. The men used the mop with the lock.</p>	<p>Everybody left the test. Everybody laughed at the taste.</p>

# Sample Assignments: Summarizing

## Unit: World of Words

### **Watch and Summarize: Prior to story summary presentation**

This weekend you will watch the Sleepy Hollow Movie. You need to take notes while watching the movie. Then, you need to summarize the movie in a 2 minute selfie video. Make sure that your summary includes the important points of the story so that someone who has not seen the movie can understand the story. Also, make sure your selfie does not exceed 2 minutes!

### **Read and Summarize: Prior to written summary**

Today in class we read the article *The Poet of the Outback*. Tonight I want you to explain the article to me in a 3-4 minute selfie. In the first part of your selfie include a citation and the main idea of the whole article. Then, in the rest of your selfie, tell me about the main ideas from the article.

# Feedback: Sample Rubrics

## Holistic

<b>Assignment Completion/Quality</b> ___/10	Assignment requirements met with ample explanation and attention to detail  <b>9-10</b>	Assignment requirements met or minimal explanation and attention to detail  <b>7-8</b>	Assignment requirements NOT met or no explanation and attention to detail  <b>4-6</b>	Incomplete/not related  <b>0-3</b>
<b>Comprehensibility</b> _/_/10	Distinct improvement in pronunciation/grammar errors; does not interfere with comprehensibility  <b>9-10</b>	Student shows obvious effort to improve pronunciation, does not interfere with comprehensibility.  <b>7-8</b>	Pronunciation/grammar occasionally interfered with comprehensibility. Little to no effort to improve pronunciation problems  <b>4-6</b>	Pronunciation/grammar problems frequently impeded comprehensibility  <b>0-3</b>

## Formative

<b>Speaking Rubric</b>	
<b>Criteria</b>	<b>Pts</b>
<b>Quality of Entry:</b> The product demonstrates understanding, and synthesis of topics covered in class. Meets assignment requirements.	2pts
<b>Feelings/Thoughts/Critical Thinking:</b> Feelings and thoughts and/or critical reflections are included and relevant to the topics.	3pts
<b>Pronunciation:</b> General accuracy in pronunciation of most individual sounds; minor problems with stress and intonation rarely interfere with meaning. Almost always intelligible.	3pts
<b>Fluency:</b> Speech sustained throughout with few non-nativelike pauses. Smooth and rhythmic patterns rarely interfere with intelligibility.	3pts
<b>Vocabulary:</b> Vocabulary is consistently appropriate to topic; student demonstrates an understanding of the vocabulary s/he is using; minor errors in vocabulary usage very rarely interfere with meaning.	2pts
<b>Language Accuracy:</b> Control of basic language structures with some use of advanced language structures; occasional errors rarely interfere with meaning	2pts
<b>Total Points: 15pts</b>	

# Sample Assignments: Listening Practice

<https://drive.google.com/open?id=0B1bzyMZAXMLETWFJNTk3LTY1enM>