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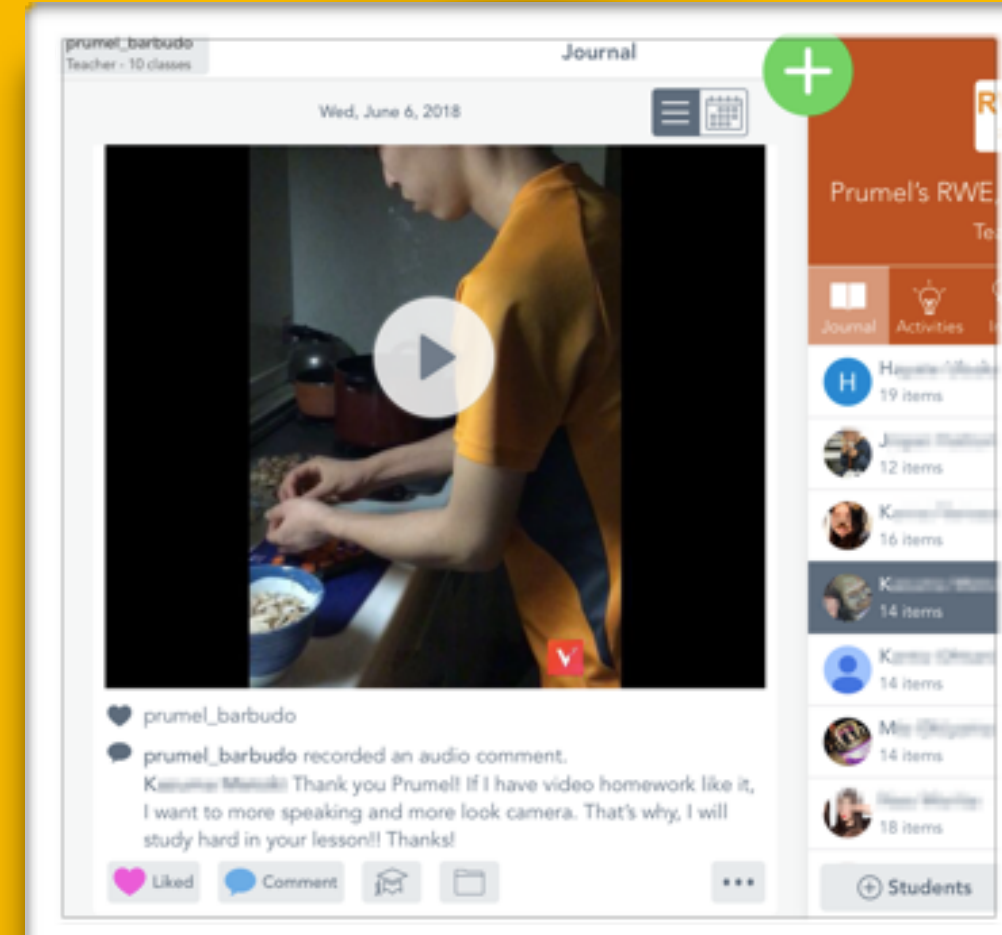
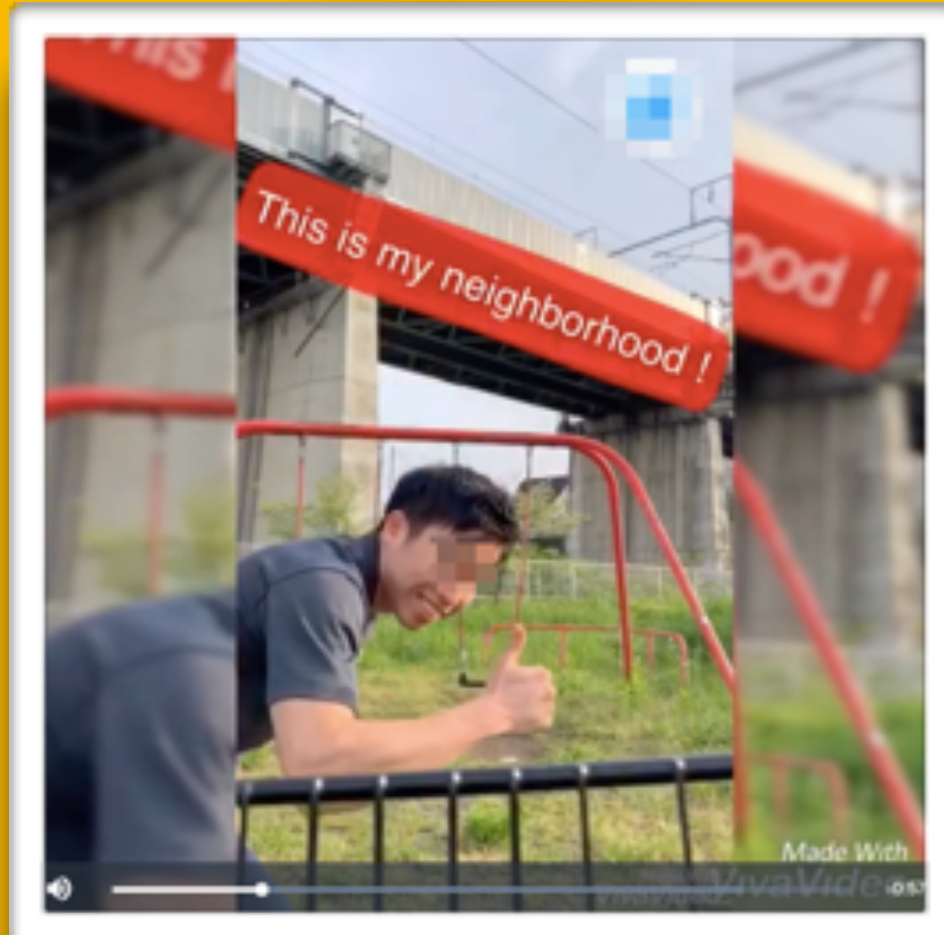
Effective Ways to Use SELFIE VIDEOS in EFL Classes



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1 Speaking Journal

Students regularly create short videos about series of topics within the course to practice independent speaking outside of class. This task promotes **speaking fluency** and some examples are "Introduce Your Neighborhood" video and "Back-to-University" video.

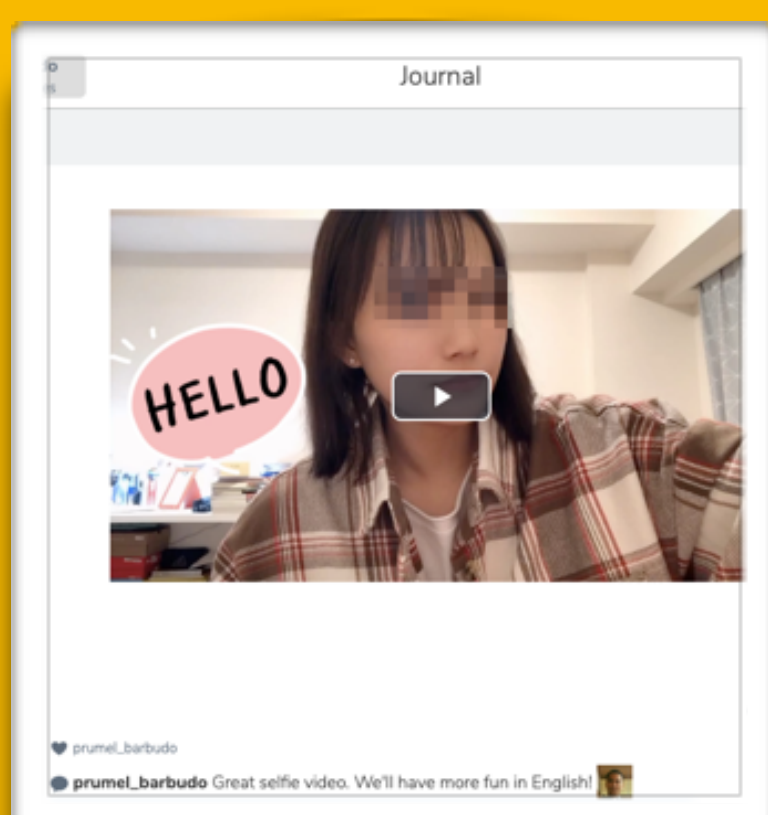


4 Process Genre Video

Supplement your teaching of genre approach in writing by asking students to describe a process such as how to cook a simple meal by video-recording the real thing. There's so much **creativity** and authenticity in this task. Your students will love this!

2 Share Your Thinking

If getting spoken responses is difficult in class, try this task to make your students open up and share their opinions on numerous topics. Encourage students to use vocabulary that they just learned in class. Increase the **complexity** of this task by asking them to express their ideas without reading a script or not memorizing!



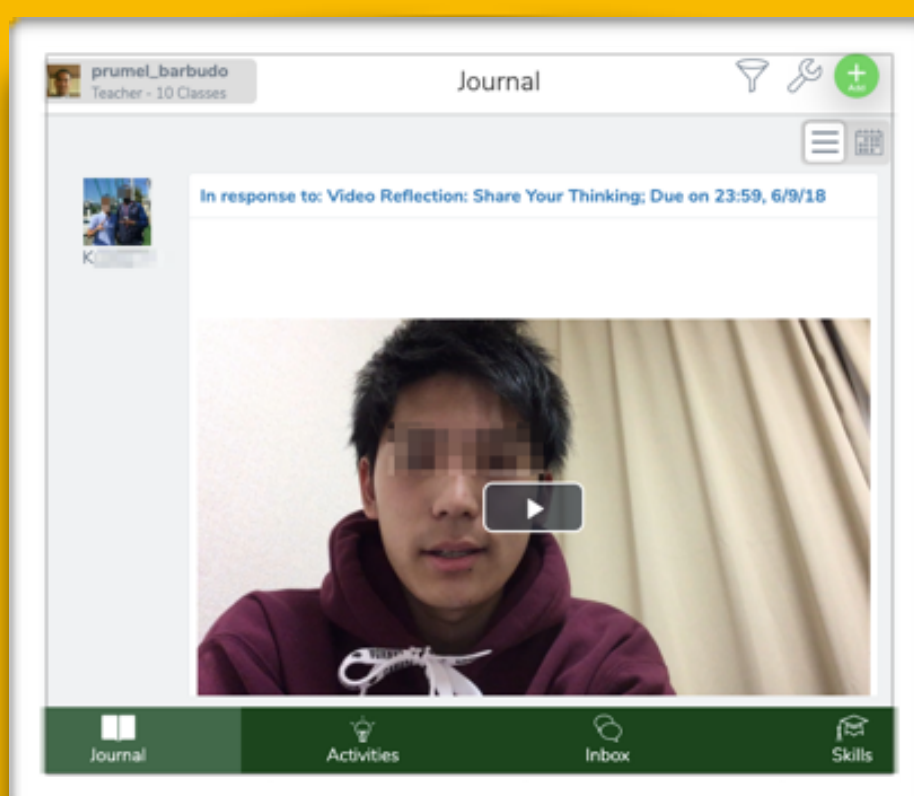
5 Reading Fluency Video

A selfie-video summary of what they have read—be it a page, a scene, a chapter, or a whole book—can give insights on a student's **reading fluency**, comprehension, pronunciation, and speaking level. This task could be an extension or an alternative to regular book reports in your Extensive Reading program. Time for a change!



3 Ecological Momentary Reflection

Students reflect and learn about their own learning weekly, mid-semester, and at the end of the course. Their selfie-videos should be taken in the place where they are filming at the moment to capture more ecological responses (Rose et.al, 2016), thus promoting more **authenticity**.



6 Dialogic Practice

With a video-recorded speaking practice, students could explicitly notice their mistakes so they can correct those in succeeding performances. This task helps students pay attention to the **accuracy** of their own language. Following the Noticing Hypothesis (Schmidt, 1990), language noticing is necessary for the acquisition of metalinguistic knowledge.



Selfie videos aid student's METACOGNITION

(Solano, 2016)

-A heightened awareness of one's thought processes
-Thinking about thinking

(John Flavell, 1987)



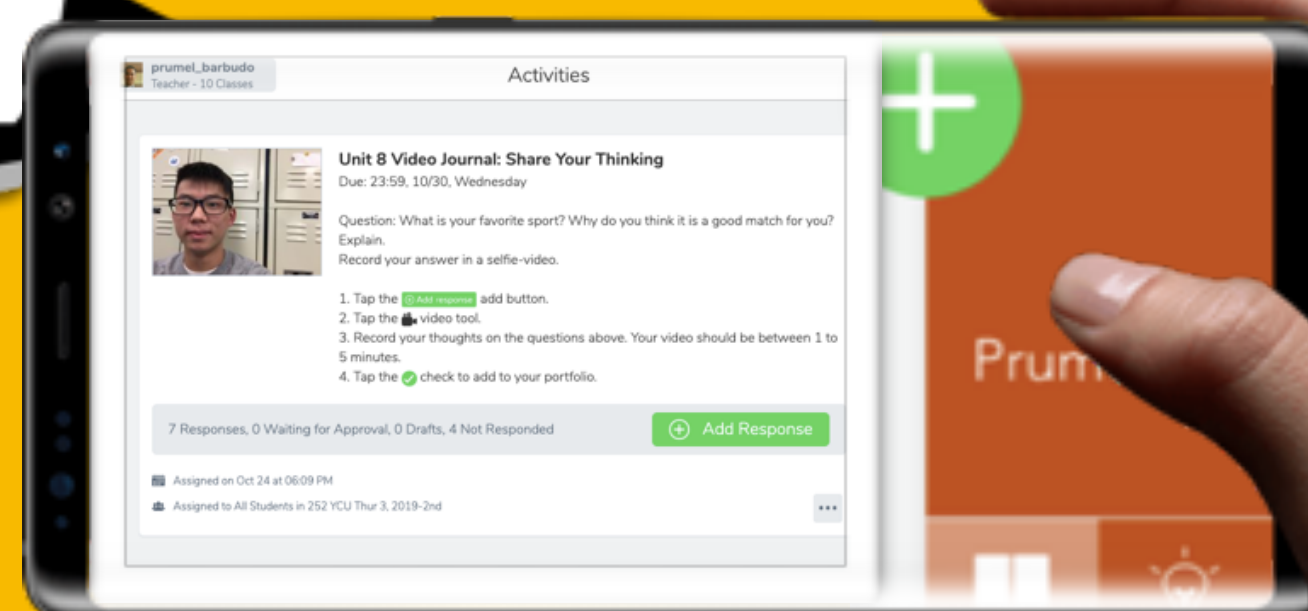
Learning Outcomes

Based on students' reported reflections, selfie videos were helpful in:

- 👍 Developing positive attitude towards learning course lessons
- 👍 Individual speaking fluency & vocabulary
- 👍 Practicing English outside class

Challenges

- 🌀 Some students tend to memorize their responses
- 🌀 Challenging to make students self-record at first



Teaching Tips

- 👍 Convince students the importance of speaking practice in a more authentic setting (Some students are extremely shy)
- 👍 Provide meaningful teacher feedback
- 👍 Orient well the students in setting up their Seesaw accounts. Spend ample class time to help students become really familiar with the App features.

