

Video Transcripts in Creating a Multimedia OER for English Language Learning: Green Tea

[Overview](#)

Hi, I'm Eric, and it's my pleasure to be presenting these materials with Luciana Anthony's Nancy Leighton. And I just wanted to welcome everyone and give a basic overview of what's here. So what you'll see here is some explanation and exploration of our open educational resource, which we call green tea. It's a, oops, it's in a set of materials that we've created and assembled to support basically a low to mid intermediate communication class. So at Portland Community College, we use this set of materials to kind of making a free textbook for our communication level 5 students. And PCC has a from level one to eight. So five is really kind of a pre academic. It's still folks who are, we have folks who are working on everything from more job and my focused skills and that's really what they're interested in to some students who are preparing for academic ESOL. So what you'll see here in our open educational resources is materials for teaching class, specifically multimedia materials. And those incorporate interesting topics in real-world language. Those topics, we've kind of refined time and again, and have gotten a really strong response from adult learners. At the same time, we want those materials to be easily accessible and understandable. It's an eclectic approach. You'll see everything from lecture videos to dialogs, to maybe shorter, shorter pronunciation activities. News stories from ESOL news, Oregon. But in all of that, you'll also see slides to use in class. You'll, you'll see activity suggestions that build student's communicative abilities. Sometimes more of a focus on meaning and sometimes more of a focus on form. But really throughout at all. We hope you see the connection here to learners lives. So we will kind of give a tour if you want to explore some of these boxes here, or look for the link to green tea. And you can just dig in and see what's there already. And again, just to emphasize here, all of the materials that you'll see in this OER are openly shared, which means you have all the permission you need right now to use them, adapt them, and reshare them, as long as you attribute the materials to green tea communication or we are the only exception there is there are links to YouTube, videos and some other external sources. Those links you can share, you can use. But of course we didn't create that external content. Otherwise, enjoy and please let us know. We always do appreciate hearing from people who've used them or incorporated them into other OER. And maybe it's not a full adoption or use this as the, as the virtual textbook for our class. But it could be that you've used it to create a quiz or to create an additional module of your class. Just let us know. Thanks.

[Looking Inside Green Tea OER](#)

Hi, this is Eric again. And in this video, I want to share with you an overview of what you'll see inside green tea document, which you can find in a link on our Padlet. And it takes you to this Google Doc. As Google doc can then be downloaded and shared. But it has links to all of the

materials that we've created and put together. So you'll see here that there are six units. Often, when I teach this class, I'll just choose five units and teach each one for two weeks because we have either ten or 11 week term at PCC. And I want to show you this example. So the superstition unit, you'll see it has activities for pre-listening to kind of warm up. And this is just a Google document with some questions and images that can be adapted into a PowerPoint. That could also be shared any number of ways. Because especially now with her really remote teaching that could be supplemented with some vocabulary work. We have links on Quizlet if you're familiar with that vocabulary, flash cards site. And then also some H5P activities which can be shared with students or even embedded into there, into their classroom learning management system site. And so those are good for kind of activating the vocabulary throughout. Then there are lecture videos which are short, informative speeches are taught by teachers at PCC. And so, for example, here's Kate. And we can watch this video, learn about superstitions and not just an example superstitions, but some of the, the meaning of them are, are the sources of superstitions. That's kinda at this level. It's not just superficial things. You can also find the transcript which is really useful for creating activities in class. There are supplemental videos also from Kate, and the ability to get videos with or without captions. Building on that, we have a dialogue conversation between two employees. And then you can find the script and activities to check comprehension and work with the vocabulary. And also some, I think focus on form listening activities. We have a pronunciation packet that's linked in another section. And so There's lots of active activities for hitting pronunciation targets that are specific to your students, and then other videos. So these include links to YouTube videos. Music video has things that might be interesting. Also, yellow 0. So additional dialogues in English learning activities. We also have a set of speaking activities that are not necessarily connected to each unit, but are suggested. Moving from short, more formal speeches to longer prepared speeches or presentations. And then got a longer form, listening activity and handouts or activity instructions that can be copied and shared online, and also some assessment activity. So an additional video presentation. This one is about comparing two superstitions I should remember, I did it and a paper version, or even think, I've got linked elsewhere, D2L version of this quiz. So each unit has a bunch of different activities. We've also got, if we go back up to the top, we can find some more resources including those pronunciation activities, vocabulary master list, which is really helpful because it's one of the, the top benefits. And my mind to this approach is that there's vocabulary that's used in reused and recycled throughout. So there's a lot to see and explore. And hopefully this organization kind of helps guide you to the kinds of resources you're looking for. But we're always happy to get feedback and suggestions for what, what works for you.

[Vocabulary Overview \(Luciana\)](#)

Hi, I'd like to show you

one of my favorite parts
of our OER
Green Tea

So,
my favorite part is that our book covers a lot of vocabulary
high-frequency and academic words
and it also recycles the words throughout the unit
and also throughout the book.

So the students have multiple opportunities to be exposed to
the same vocabulary.

And I'll show you some examples of activities
and they come from the unit on Empathy in our book, Green Tea.

So, I'm going to show you an example of
a pre- or post listening discussion,
listening passages, pronunciation, pictures and speeches.

So here is the first one

The unit on Empathy has a lot of new adjectives
describing feelings; for example, embarrassed, vulnerable, overwhelmed, upset
frustrated, desperate, hopeless, angry

So, these words are going to be in the lecture
the main lecture for that unit

So, before my students watch the lecture
I usually create a scenario that they would have to use those words
So, for example, here is one.

Imagine that you had a Zoom class, but you just found out
that there was a problem with your Internet connection
Describe how you would feel first, second, and third and explain why

So then the students would
choose some adjectives
from the list

and they would explain why they would
probably maybe feel upset at first
because they just found out that there was a problem
and they would try
and try again

and it wouldn't work. They would feel frustrated

But then they remember that

oh, I actually have a quiz
during class. I cannot log in
so they would feel desperate.

for example. So they would have to explain why.

So, it could be a different scenario as well

but they would be using the words

And then they would be listening to

the same words
when they watch
the video, the main video for the lecture
So, after we
discuss the video with the lecture and these words are going to come up for sure
but they are not the main topic of the lecture. But then after that, I ask my students
to listen to the lecture again after we discuss it
but this time the questions that I have for them are
focused on vocabulary
So then, I ask then for example
At the beginning of the lecture, the speaker
says the words embarrassed, upset, angry and frustrated. Why?
So they have to listen to that part again
and explain why those words are being used
The speaker says that having empathy can make use feel vulnerable. Why is that?
So, the questions are focused on the vocabulary
that we discussed in that unit.
Another activity that I usually do in this unit
is pronunciation, so they already know the meaning of the words. They've used the words
in some contexts, so now they are going to see like how many syllables
and sometimes I use the color vowel chart.
so they can identify the stressed syllable,
and what kind of vowel, what color that vowel has
So, that's a pronunciation, a simple pronunciation activity.
but then they would be seeing the words again in a different context.
Another idea is to have pictures, like random pictures
from google images and use the vocabulary to try to explain
what is going on in the picture
and trying to connect it with the topic of the unit
So here, I found the picture of this person
and the questions are: How does she feel
and why do you think she feels that way?
so they are probably going to use the words desperate or frustrated
or some of the words that we've been discussing
and then, if you were her friend, what would you tell her to show that you have empathy?
So they have to use what they've learned on the video
in order to answer the question.
And finally here is another activity
I usually try to use the vocabulary in their speeches as well
So this one is a 2-minute speech
that they have to prepare at home and present to their group
in class, and as you can see
here the questions,
some of the choices are

What are two things people can do when they feel overwhelmed?
so the word "overwhelmed" is part of the speech
and they have to think about. Or what are two ways
we can show our friends that we are understanding?
So this is another word that is part of the chapter.
So, lots of different activities
pronunciation, communication, speeches
that they can do to recycle the vocabulary
So towards the end of the chapter
they will probably be using
those words and they will be much more comfortable
with the words. And then these words
show up again in other chapters
For example, the Superstition chapter and the Memory and Language chapter
So they can recycle those words as well
in different contexts.
So, I hope it's helpful for you if you decide to use our OER
or part of our OER. Thank you!

[Walkthrough: Unit 4 \(Nanci\)](#)

Hi, I'm Nanci Leiton, one of the co-authors of the Green Tea OER and on this page, I'm going to give you a brief walk-through of Unit 4, which is Sports and Achievement. Now sports, when you think of sports, this is not your average lesson on a visit to the gym. Instead, we're going to visit some really interesting people around the world, including Mr. Singh, who is more than 100 years old...so he claims...and runs marathons. We're going to visit JJ, a refugee from Somalia in Britain who referees soccer. We're also going to hear about Michael Hubbs, a speed skater with a disability. Through these stories, students have a chance to practice academic vocabulary and apply lessons and that vocabulary to their own lives. It includes media as well as some handouts that are available to adapt and use. I hope you enjoy this walk through Unit 4 today.

[Example Sequence: Introverts and Extroverts \(Eric\)](#)

Hi, So this is Eric again and I wanted to walk through a few example activities in one unit. And this is an interesting place to start about personality introverts and extroverts with, of course, the very handsome presenter here in this short informative speech. This is something where I actually use this as a diagnostic. So probably the first class, homework, maybe for the first-class. As we're online. Teaching this face-to-face, I might use this in class to see what do

students catch in terms of note-taking? What did they catch in terms of being able to catch the main ideas? And then what can they do in terms of answering questions or with also a focus on specific detailed information. Hearing the lecture more than once. Of course, as we move on, we're going to use vocabulary from that speech and connected to the topic and the quizlet vocabulary cards are great. Especially in remote teaching. Being able to show students that they have this resource to review vocabulary at their own speed, as well as as well as other vocabulary activities focused on using it in context or pronunciation. This is one of my favorite ESOL news Oregon stories that I've recorded audio have. So it's a short, I think, you know, maybe one or two minute audio story with that vocabulary questions, comprehension questions and in-focus detail questions. Then we can also either do as homework or review the answers in class. In remote teaching. Every week, I'd like to give at least one ESOL news Oregon, or a similar kind of listening assignment. And then ask the students in class as kind of a formative assessment. Maybe give them multiple choice questions or ask them to reorder the points in the story in groups and then check together things that we can do quickly that keep students engaged. Because I know if they're continuing to listen to activities some students are going to do at once and you're going to get it. Some are still going to do it. Listen to something four or five times and really get a lot of, of detailed information out of it. And a lot of practice in terms of repetition. Speaking of repetition, I think, oops. Focusing on some of the key vocabulary and key pronunciation. Sounds. This isn't popping up right now, but this page, green tea, is, this paragraph is something for students to practice reading. They can practice it with a tutor and then record themselves and share that recording with me for feedback. And there's a, there's a kind of a guide to this on the page. And you just can't scroll down on the slide that focuses on the key sounds like yeah, because recharge pronunciation is going to be different for, for a lot of different students. We have allotted diverse language groups and even age groups in our program. So this is something that is also a kind of formative assessment to see what, what's going to pop up. What, what does each student struggle with in terms of intelligibility? And then after a week, probably we can have like to have students to speech and groups. And for some students, it might be the first formal speech that you've ever done. So it's kind of a low stakes activity to answer a few questions, to take a minute or two minutes. But it's on content that they've listened to. So questions about, they've listened to additional news stories about, they've done recordings. All of these things connecting to their life, connecting to their experience in this thing where everybody has some example of something that some time in their life when they're more of an extrovert, more of an introvert. So this is kind of laying the groundwork for future speeches, requiring more preparation. Speaking to a larger group with more notes. But it's a good start.

[What \[we\] learned \(Eric\)](#)

Hey, are you still here? Really? Well, if you're still looking at videos on this Padlet, great. In, while I've got you, I wanted to share a few things that I learned. So from this, from this experience and learn from Luciana in Nancy and all the other folks we collaborated with. So one of the things is that there's just magic in having something that you can reuse. I think this is something we all know as teachers when you, when you find that that handout that you know,

you can photocopy or you could cut it scanned and you can print it out and use again. But that magic of taking extra time and taking a lot of, sometimes it's a lot of extra planning. But even for something small, if it's one activity that you know that you'll be able to use again in the future. A lot of this work is really hammered that home. That it can even be something that's small-scale. That's this project didn't start as saying, well, we're going to replace old text for a textbox worth of curriculum. It started with projects that we had all done. That we're kind of word week-by-week projects in teaching a class and saying, what can we set aside? What can we focus and make sure that the next time when we teach this will have something that we can build on. So there's a huge amount of power in that. Second, I wanted to say that we learned a lot about the value of connecting with others who are working in the same space. Open Oregon has been just incredible. In terms of offering resources. We were grant-funded through them. We got additional funding to make sure our guest lecturers got paid through our, through PCC. But also we're able to get feedback from everyone through, ortesol. There's just a great set of, of networks out there and Open Oregon is a great place to get started. Of course you hear it or tesol, so that might be helpful too. And then three, I would say that creating multimedia resources doesn't have to be super, super scary. And this might have been something that you've learned through the pandemic and through remote teaching. Some other resources that we've ended up making. We have been dialogues on Zoom. Zoom. Now it gives you the ability to, you've got the ability to record. And you can generate probably, depending on your setup, you can probably generate a transcript from that, which is really useful to then be able to say, okay, here's another version of this resource could be, and then that's useful if someone wants to make a fill in the blank or just to check that information quickly. So maybe that's something we learned from just sitting in front of a webcam a lot in the last year. But would say my expectations for how much prep or how professional a video needed to be kind of came way down and I don't know if that's if that sounds right. But I said, Oh, okay. We can at least take this. Don't let the perfect be the enemy of the good. If you have a webcam, if you have Zoom, if you have a phone where you can record your voice, you've got really powerful tools to create something that you could reuse and reuse, and reuse and build on with your students. That's a lot of what we've done here. And connecting with others through or T-cell with your institution or Open Oregon. That lets that just kind of radiate out. So welcome to the revolution and thanks for your time if you've stayed this whole time. Thank you so much.