

Title: Video Sequence versus Audio Content in a TL-Teaching Video Material: Pedagogical Implications for Proficiency-Oriented Instruction

Author: Serguei Podoprigora, independent scholar

The presenter takes an innovative approach to address the issue of selecting authentic video materials for TL/FL Skills Integrated teaching at different levels of ILR and ACTFL proficiency scales. The traditional approach, based on subject-relevant integrity of audio and video parts of a material, does not leave room for the following three important TL/FL-teaching considerations: (1) inadequate video sequence may distract auditory learners; (2) inadequate audio sequence may negatively impact visual learners' listening comprehension; and (3) inadequacy between audio and video sequence may cause misunderstanding of the contextual cues, nuances and subtleties, tone, attitude and sub-topical relevance of the message, outlined in the show.

This presentation will include a review and definitions of the most frequent audio-video formats of media programs and movies in a TL/FL-teaching prospective.

Referencing the Russian media-show culture, the presenter will outline pedagogically - relevant correlations between video frames and corresponding audio tracks, e.g., (1) *concurrent/parallel, unidirectional, and multidirectional* video and audio frames (i.e., conventionally called as *V-frames* and *A-frames*); (2) *inter-topical, intra-topical, inter-situational* and *intra-situational* video frames; (3) *V-frame relevant* and *V-frame irrelevant factual* audio content; (4) *V-frame relevant* and *V-frame irrelevant information between-the-lines*; and (5) *V-frame relevant and V-frame irrelevant implicit references beyond-the-lines*.

The practical value of this study comes out of the developed guidelines for selecting the ILR/ACTFL-level-appropriate video-audio formats for teaching Listening Comprehension and Area Studies within proficiency-relevant lexical/topical domains.

1. Ehrman, M. E. (1996). *Understanding second language learning difficulties*. Thousand Oaks, CA: Sage Publications.
2. Lowe, P. & Stansfield, C. (1988). *Second Language Proficiency Assessment: Current Issues*. Englewood Cliffs, NJ: Prentice-Hall.
3. Sparks, R.L., Javorsky, J., Patton, J., & Ganschow, L. (1998). Factors in the prediction of achievement and proficiency in a foreign language. *Applied Language Learning*, 9(1), 71-105.