MORAY HOUSE COLLEGE
SCOTTISH CENTRE FOR EDUCATION
OVERSEAS

A PROPOSAL TO EXAMINE THE PRINCIPLES
OF VIDEO USE IN ELT WITH A VIEW TO
MAKING CONCRETE SUGGESTIONS OF ITS USE
IN ADULT ELT CLASSES, IN PARTICULAR
IN THE DISTANCE LEARNING SATELLITES
IN SENEGAL

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ABSTRACT

This work is arranged in six chapters.

- The first chapter deals with the English teaching situation in Senegal and focuses on a Distant Learning Centre where adults attend evening classes in English for work purposes. An attempt is made within the chapter to identify and analyse the problems both learners and teachers encounter in the teaching/learning process.

- The second chapter is concerned with the literature review related to video use in the classroom with a view to finding solutions to these problems.

- In the third chapter, a proposal which consists in integrating video in the language programme of the learners has been made, as a result of the literature review.

- The fourth chapter contains two video plans showing how video could be fitted into this programme.

- The fifth chapter describes how the project could be implemented through the involvement of the participants concerned.

- Finally, an evaluation is undertaken in the sixth chapter as to the efficiency of the colleagues' use of video and the learners reaction to it.
In the Name of Allah,
the Beneficent, the Merciful.

In the memory
of my parents.
This work is dedicated to my dear wife Nango DOUMBOUYA whose courage, love, faith and hope have contributed a great deal to its completion.

This work is also dedicated to my dear children. God bless them all!

I also dedicate this work to all my friends and relatives for their caring attitude towards my family.
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BACKGROUND SITUATION

1.1 The English Language Teaching Situation

The Senegalese educational system has been for a long time a projection of the French one, and as one might suppose, French is still the medium of instruction. However, it is worth pointing out some changes which are occurring now in the field of education.

Among these changes, one of the most noticeable is the status given to English. Not only is the study of English compulsory at secondary level, but also in some careers a basic knowledge of English is required. Today, more and more adults need to learn English for work purposes. Indeed some of the problems they come across in their jobs are related to their lack of operational command of English.

A step has been made in response to these needs, but unfortunately, only those living or working in Dakar, the capital of the country, have the opportunity to study English either at the British Senegalese Institute, or at the American Cultural Center.

In 1984, a programme called Distance Learning was sponsored by the British Senegalese Institute. The objective was to spread English wherever the needs were
expressed.

Satellite centers were opened, mainly in the big towns.

I happen to be both a teacher and a coordinator in one of these centers where all my learners worked in a mining factory.

Since my project is related to the needs of my learners, I shall describe an EFL course in a satellite center. In addition I include a brief account of the company and a description of the factory.

1.1.1 Description of an EFL course in a satellite center

1.1.2 The Company

Since the 1978-1983 Five Year Plan, high priority has been given to the development of mining in general and of phosphates in particular.

C.S.P.T. (Compagnie Senegalaise des Phosphates de Taïba) is one of the mining companies and is situated in the THIES region where phosphates are extracted and processed on a large scale. This company plays a major role in the economy of the country.
The Senegalese government owns 50% of the shares. This is unlike the situation in other companies where nationalization has been effective. The healthy management of the C.S.P.T. may have something to do with its semi-private status.

Due to its social and economic role, the Senegalese government and the leading staff have a common goal: to ensure the survival of the company.

Today the Company is concerned with three main challenges:

(i) increasing productivity.
(ii) focusing on continuous education to produce more skilled workers.
(iii) renewing the machinery.

Since efficiency in the job is a consequence of the level of education of the worker, and considering the fact that English has become the language of science, of technology and of business, my learners' attitudes towards English is positive. Furthermore, they consider English to be a key factor in enabling them to contribute to the achievement of the goals the company has set. This accords with the observation of Richards, (1985) that the current status of English has turned a significant percentage of the world's
population into part-time users or learners of English.

1.1.3 The Factory

The factory is one of the biggest factories in Senegal. It employs more than one thousand workers. It is composed of different departments:

- Accountancy
- Mining
- Sales
- Medical
- Electro-mechanics
- Training

1.1.4 The needs of the learners

As one might suppose, our learners coming from these different departments bring with them different needs and different reasons for studying English.

Harmer, (1989) has this to say: 'One of the things a syllabus designer should, consider first, is what the students need'.

For example someone working in the Sales may need to
acquire the skills of speaking and listening, while someone else in the Mining Department would probably need an ability to read scientific English. Others on the other hand, need to cover the four skills. That is the case with some engineers and technicians who are sent abroad to take part in seminars where their partners may express themselves in English.

Some of my learners come to study English because they think that English can offer them a chance for advancement in their jobs. It is also worth mentioning the presence among the learners of those who do not have specific purposes, but, as Harmer, (1989) points out, are only attracted by the culture of the target language communities.

1.1.5 The coursebook

In 1984, when the Distance Learning project first started, the BBC series "Follow Me" was used in the classrooms along with the recorded video material appearing in the Senegalese television.

Although the intention was good, the learners did not seem to take a good advantage of these television programmes for some reasons. On the one hand, some constraints made it difficult for the great majority of
the learners to view them. On the other hand, those who had the opportunity to do so were not well prepared to learn effectively without a teacher. In addition, the Distance Learning teachers, because they were new to this field, did not provide any feedback from the programmes.

As a consequence of these problems which were not taken into account before setting up the project, the British Senegalese Institute suggested changing the "Follow Me" series. The "Kernel" series was introduced:

"Kernel II" and "Kernel III" by O'Neil, R. (1982) for students at Level II and Level III.

The textbooks were structure, function and topic based with an emphasis on receptive and productive skills.

The texts were illustrated, and the dialogues presented naturalistic uses of English. Along with the textbooks, there were some other teaching aids from either the British Senegalese Institute or from the center itself.

1.1.6 The teaching aids

The teachers had at their disposal, apart from the
textbooks, tape recorders and audio cassettes in which
the recording texts and most of the exercises were
recorded.

The center also had a complete set of video equipment
(video, monitor, microphone and a camera).

Although I did not have any previous experience with
video, I did not hesitate to make use of it. It would
be interesting to point out my learners' reactions which
were very positive. However, in spite of all these
teaching aids and the teachers' good will, we did not
achieve the result expected.

In the following chapter, I will attempt a thorough
study of these problems, expecting that once they are
clearly defined and understood, there will be a short
cut towards their solutions.

1.2 Problems

Teaching a foreign language outside the target community
is far from being an easy task. The task is more
challenging when the teacher deals with adult learners.
Adult learners generally expect immediate results,
forgetting that learning a foreign language is a long
process and demands patience.
However if we cannot find the path that leads directly to success as far as learning a foreign language is concerned, we can at least, as Harmer (1989) points out, mention some of the factors that seem to have a strong effect on success or failure in language learning. As a result of the writer's suggestion,

- firstly I will talk about the problems occurring outside the classroom which directly or indirectly affect the course.

- secondly I will come to the problems related to the teaching/learning process.

- thirdly I will say something about my reasons for considering video as a means to solving the problem.

1.2.1 Problems outside the classroom

It goes without saying that when adults decide to attend a course, particularly evening classes, there is a degree of motivation on their part.

However, once problems occur, while some students try to overcome them, others simply give up. The external problems my learners are confronted with are related to:

- the location of the center

- the registration fees

- the working hours and
- the learning hours.

1.2.1.1 Location

The center is inside the factory which itself is situated in a non-residential area. Workers go home for lunch and come back to work in the afternoon. They travel at least 40 to 80 kms a day. Some learners find it very difficult when they are really busy to stay for the course.

1.2.1.2 Working hours

Since the philosophy of the company is to increase its productivity, they encourage overtime among the workers. The learner, once he is offered such an opportunity, is likely to miss his course particularly if he has money problems.

1.2.1.3 Learning hours

Teachers and learners meet twice a week. The learners are expected to have four periods of English a week, but some constraints reduce the learning time to three hours or even less. Work inside the factory stops at 6.30
p.m. and the last buses taking the workers home leave at 8 p.m. Due to the distance separating the center from the different departments, before the students can get together in the classrooms, fifteen minutes will have gone.

1.2.1.4 Registration fees

Some students have a great desire to study English, but find it difficult to pay cash. The British Senegalese Institute is strict on this point because the teachers are paid from the money collected.

When the coordinator for humanitarian reasons accepts being paid by monthly instalments very often students, realizing that they cannot fulfil their engagement, simply run away. Then the center loses its money, its textbooks and most important of all its students.

1.2.2 Problems related to the teaching/learning process

When dealing with the problems related to the teaching/learning process, I will be mainly concerned with the teachers and the learners; this of course implies methodology and motivation.
1.2.2.1 The teachers

We were three teachers involved in the course but none of us had received any previous teacher training. Obviously, this generated in us not only a lack of confidence, but also a lack of control in our teaching.

Most of our students were well aware of their needs, but it was our duty and responsibility to make a decision on what to teach and on how to teach it, in order to lead them towards the satisfaction of their needs.

In our situation most of our learners had been taught English by the grammar translation method and therefore expected us to give them grammar rules, to translate the vocabulary into French as well as the texts which seemed to be a little bit challenging.

Part of our teaching consisted in teaching them about the language while they were also learning how to make use of it.

1.2.2.2 The learners

It was clear that our learners at the beginning were highly motivated. This motivation to our surprise started to decrease. The paradox here is that the
grammar translation method we thought could enhance good learning because some of the learners wanted it. contributed to the de-motivation which started prevailing in the classrooms. Harmer, (1989) explains that 'both positively motivated students and those who do not have the motivation can be strongly affected by what happens in the classrooms'.

The degree of motivation on the learners' part varied according to their level and this accords with the observation of Harmer (1989) made on adult beginners, intermediate and advanced.

1.2.2.2.1  
**Adult beginners**

Adult beginners are recognized as being the easiest to teach. Not only do they come to the classroom with a high degree of extrinsic motivation but also whenever they learn something new, they perceive it as success. However, Harmer (1989) points out that if the teacher has a negative attitude, this can have a disastrous effect on the students' motivation.

1.2.2.2.2  
**Adult intermediate students**

Adult intermediate students may well be motivated
extrinsically like the beginners. They already know a great deal of the language. This knowledge of the language may prevent them from perceiving the progress made which can result in demotivation.

1.2.2.2.3 Adult advanced students

These students are also motivated. But they seem to be more critical not only about what they learn, but also about how they are being taught. If the teacher is not well prepared to give convincing arguments they may come up with the feeling that they are not learning anything new. In fact as Harmer (1989) explains, 'much of the time they may not be learning anything "new" but learning better how to use what they already know'.

Conclusion

As one can see, the problems are varied and come from different sources. In identifying and describing them, I as a teacher know where my responsibility is involved. I am now more aware why we - teachers - failed to make our teaching more communicative and why our students in their turn failed to make use of the language.

Having convinced myself about the utility of teaching
aids in the field of teaching, it occurs to me that video integrated in the language programme as a supplement to the coursebook, could be a solution to many of the more acute of our problems. Video in the classroom would probably bring these advantages:

- The learners would have the opportunity to listen to English spoken naturally in real life situations.
- It could be a stimulus for them to practise the language and consequently develop their oral skills.
- And because video is entertaining, it could be a source of motivation. Therefore, in reviewing the literature about video, I expect to know more about its potentialities.
2 REVIEW OF THE LITERATURE RELATED TO VIDEO USE IN THE CLASSROOM

This chapter will consist of four sections.

- In the first section I will consider the advantages and disadvantages of video.
- In the second section I will be concerned with the criteria for selecting video.
- The third section will deal with the classroom techniques for using video.
- And finally in the fourth section I will look at the different types of video.

2.1 Advantages of video

Littlewood, (1983) has this to say: 'A communicative approach opens up a wider perspective on language learning'. Therefore my intention is to focus on the main advantages with which video can provide my learners, to allow them to use the language themselves for communicative purposes.

Video compared to other teaching aids has these advantages:

(i) It presents language in context.
(ii) It presents cultural information and
therefore;

(iii) It is a source of motivation.

2.1.1 Language in context

The foreign language learner generally knows a great deal of grammar and vocabulary. His difficulties lie mainly in his inability to use the language appropriately.

The foreign language learner, knows that "How are you?", "How do you do?", "Hello", are all different ways of greeting in English. It is however, common to hear a student or even a non-native foreign language teacher say: 'How do you do?' where "How are you?" would be more appropriate.

In these circumstances, unless the learner is exposed to the target community, video seems to be the only teaching aid able to respond to this crucial problem.

Allan (1985) points out: "The main aim of several sets of video materials is to present examples of language in use in an appropriate context".

She then refers to some video materials exposing the learner to language used in context.

'Video English' is a collection of functional sequences "showing language in use in a range of situations". For example the fifth book contains a sequence 'making a telephone call', presenting scenes showing a man running towards a telephone box and asking for change from the people he meets. The viewer will get an idea of what is going on from the context and probably will attempt to anticipate the language which is likely to occur.


'Family Affair' is a typical example of specific language items selected according to the same functional and structural syllabus as the language course book 'Building Strategies'.

A sequence in the first Unit shows a father trying to win back the confidence of his son. The father and his son are having tea together. The opportunity was taken to introduce some grammatical structures such as:

'Don't eat so fast'.

'You shouldn't eat so fast'.
Example 3: 'Let's Watch' (Nelson Filmscan, 1984)

'Let's Watch' presents structures and functions within a story. Some styles of language, for example narrative and conversational, are introduced in the material.

Bevan (1986) reviewing 'Let's Watch' explains that the structural basis is obvious and that the structures are, on the whole, well contextualized.

Example 4: 'Speak Easy' (BBC English by Television, 1982)

'Speak Easy' is a set of mime sketches. Even though there is no language presented in it, the sketches as Allan (1985) observes provide a different kind of stimulus to oral production. 'Speak Easy' highlights the importance of context in language learning. The absence of language does not prevent the learner from responding, rather he will attempt to put the language he knows into the context. In his review of 'Speak Easy' Bevan (1986) explains the usefulness of 'Speak Easy' for contextualizing language at the presentation stage and for eliciting what learners already know as a basis for language development.
Example 5: 'Points of View' (University of Edinburgh, Institute for Applied Language Studies, 1984)

If I have chosen 'Points of View' by McWilliam and McDowell (1984), my intention is to contrast it with the video materials previously mentioned.

'Points of View' is a set of different topics where the speakers give their points of view on things they have read, or make comments on things they have read, or make comments on things either people they know or themselves have experienced. The speakers express themselves spontaneously and naturally, therefore one could say that the language used is really authentic.

The foreign language learner is put in the same position as the native speaker. The material is appropriate and relevant for advanced students. The contextualization of the language can stimulate the learners and engage them in a lively discussion by agreeing or disagreeing with the speakers' points of view. They can go further by giving and sharing their own points of view.

From these few examples we can realize how video in presenting language in context helps the teacher in his job. It is true that language teachers are used to creating a context inside the classroom to present language, but as Lonergan, J. (1986) explains, the
classroom is not real life and therefore the context created cannot be authentic. Students viewing a video programme may find the language difficult but unlike the tape recorder where the students would need more help from the teacher, with video the same students are likely to rely on the visibility of the speakers and of the setting for compensation.

McWilliam (1986) points out that "the increased explicitness of context is one of the most important advantages accorded to video in a language teaching role".

2.1.2 **Visible speakers**

Underwood (1989) has this to say: "The use of video recordings enables teachers to point out the many visual clues which listeners use to help them understand what they hear." The visibility of speakers allows students to make use of their background knowledge. Students will see whether the speakers are young or old, happy or angry, requesting or complaining. Furthermore, they will see the relationships between the speakers, whether they are friends or relatives, etc.

These speakers can have different accents, backgrounds
and speech styles, and as Bevan (1986) points out, they may not make any concessions to the non-native speaker. The advantage here is that the learner is being prepared for his first encounter with the target language. Students from experience know that words are not always enough to allow us say what we really want to say. All our body is involved when we interact with other people. With video as we do in real life, we also take into account what are commonly called paralinguistic features of spoken interaction.

2.1.3 Paralinguistic features

Allan (1985) explains that in language teaching we are naturally, mainly concerned with the problem of speech with its phonological accompaniments. With video we have the opportunity of paying attention to the visual as well." Lonergan (1986) states that paralinguistic features form an important part of communication. The writer goes on to add that "through arm movements, facial gestures, and eye contact speakers convey meaning to their dialogue partners".

In some circumstances only a gesture is enough to express what we mean. This is probably one of the main advantages viewers of video have over listeners to audio tapes. McWilliam (1986) says that video does
make paralinguistic interpretation more accessible and this allows the learner to develop the ability to recognise, and understand these features. Lonergan (1986) goes further by pointing out that the learner will perhaps make use of these features to achieve communicative fluency. To know more about these paralinguistic features I will try to consider some of them separately.

2.1.3.1 Posture

Candlin et al (1983) defines posture as being 'the way the whole body is disposed, either when sitting or standing'. Posture conveys a message. Allan (1985) explains how we can keep a newcomer out of the group by turning one's back. She adds that the same tactic happens in discussion if a speaker wants to monopolize the speech.

It is even possible to identify in some cultures the status of two individuals sharing a conversation. In Senegal for example there is a religious sect called "Muridism". In this sect when the religious leader is speaking to his disciple, the former can make changes in posture, while the latter is likely to keep the same posture as a sign of absolute respect.
Abercrombie in Willis, J. (1983) reports that Scheflen (1964) found that 'changes in posture have a punctuative role in conversation; they indicate the beginnings and endings of contributions to the interaction, show when a point has been made'.

Another research more recent conducted by Mehan et al. (1976) and Gosling (1981) in Willis (1983) points out a 'correlation between particular postural shifts and beginnings and endings of vocal transactions'.

There is more to say about posture.

Willis (1983) gives as an example that a seated lecturer when he is about to point out something very important is likely to lean forward. He will lean back when he is ready to continue with another topic. Posture on the other hand can highlight the attitudes of the participants towards each other, and to what is being said.

Willis, J. (ibid) finds that 'postures can express solidarity and agreement between speakers, or challenge.'

So we can see that the meaning of posture varies according to the context. If we fail to interpret it, our understanding of the language used by the
participants can be incomplete.

2.1.3.2 Facial expression

Willis (1983) points out: 'Facial expression conveys attitudinal (or 'affective') information both to the hearer, who watches the speaker's face to judge to what extent he is committed to the literal meaning of what he is saying, and also to the speaker, who watches the hearer's face for feedback ... to monitor the effect his words are having on the hearer.'

Some features of facial expression can be considered as universal while others are specific to a particular culture.

Allan (1985) finds that raised eyebrows can be associated with the expression of surprise or disapproval and that one might be conscious of raising one's eyebrows to convey such an attitude.

Facial expression can generate misunderstanding if misinterpreted. For example a British person who receives a present from someone will show his happiness through his facial expression. While in the Far East as Willis (1983) explains the individual is not supposed to exteriorize his true feelings.
2.1.3.3  Uses of gesture

McWilliam (1986) talking about television performers finds that they usually maximize their communicative impact; and to achieve this they employ a greater range of gestures than would normally be required in real life.

Such gestures may not be essential for the native speaker who can cope with the language without any support. While the foreign language learner will take it as an opportunity to enhance comprehension and build up confidence in listening.

Allan (1985) distinguishes two kinds of gesture: there are gestures we have learned and share with the rest of our own particular speech community, and gestures which are purely idiosyncratic. An example of an idiosyncratic gesture is the habit some people have of tossing back a strand of hair.

Willis (1983) points out that uses of gesture also include deictic reference. For example when someone says: "Shall I put these over there?" an arm gesture is likely to follow, or accompany the verbal message.

Riley in McWilliam (1986) finds that gestures also fulfil a purely linguistic function and this function
can be divided into four categories:

(a) - Emblems (verbal surrogates) e.g. thumbs up.
(b) - Illustrators (of content) e.g. it was this high.
(c) - Enactions (illocutionary) e.g. beckoning.
(d) - Batons (prosodic) e.g. emphatic gestures.

McWilliam (1986) points out the high frequency of use of gestures due mainly to the theatricality that attaches to any television performance.

2.1.3.4 Proxemics

Proxemics is the distance at which people naturally stand from each other (Candlin et al., 1983). Proxemics vary across cultures. Hall (1964) and Morris (1978) in Willis (1983) show that this dependence on culture constitutes the reason why "a lack of sensitivity to cultural differences in the concept of one's 'private space' can cause misunderstanding."

2.1.3.5 Eye contacts

Eye contacts as well as proxemics vary across culture.
Willis (1983) explains that 'some Moslem women, for example, are not expected to make eye contact with people outside their immediate family. In Britain not only will conversation be found difficult to sustain without eye contacts but also someone who avoids it during a conversation is considered shifty, while in Senegal when you talk to someone older than you, avoiding eye contacts is a sign of extreme politeness.

Allan, M. (1985) points out another characteristic of eye contacts: she explains that 'the direction of our gaze also conveys information about our attitudes to each other and to what is being said'.

2.1.4 Appearance

Appearance according to Allan (1985) includes features such as dress, hairstyles and personal belongings. Appearance is very culture specific. This is the reason why these features such as dress, hairstyles, convey a lot of information to someone who belongs to the same culture as the person wearing them. Allan (ibid.) finds that some features are symbolic of a group or nation, e.g. the kilt in Scotland.

So far we have examined some advantages the learner can get through both channels: visual and aural. We have
noticed that the visual is here to duplicate the aural in order to clarify or reinforce meaning of a new language item. The next visual element I am going to consider now is the physical setting which as Willis (1983) points out may or may not be part of the message.

2.1.5 Situation

The way people behave and the language they use and how they use it, mostly depends on the situation they find themselves in. Video, in presenting the physical surroundings, allows the viewer to build up expectations.

For example we will not expect people in a church to behave in the same way as people holding a political meeting. Nor can we expect the language to be the same. Allan (1985) explains that 'the location of the scene may provide many clues as to the content of an interaction, for example, a shop'.

The viewer of video then, exposed to a situation particularly when he is familiar with it, will make use of his inference skills. 'Speak Easy' is a good example where the viewer is only exposed to the situation.
Shepherd (1990) points out: 'As the physical setting (in whatever episode) is visible, video clips eliminate the need for contrived discourse'.

Since students, particularly adults, can usually identify the context of a situation without any difficulty, therefore they will activate their "schema" knowledge for a particular setting.

2.1.6 Culture

The foreign language learner once he finds himself in the target language community, apart from the people he meets, spends a lot of time watching television, a good opportunity to familiarize himself better with the culture of the country.

In many developing countries where the non-existence of cable television makes it impossible to view programmes in the target language, video can bring this culture into the classroom.

Culture should not be ignored in language learning, even though one can agree with Wright (1985) when he says that not all teachers and learners are concerned with the culture of the target language. But the same author goes on to point out the important role the
visual and particularly video, can play in this field. According to the author the study of culture has these advantages:

'(i) it makes the foreign country and culture credible to the student.
(ii) it can interest the student.
(iii) it can give him information.
(iv) it causes him to compare and contrast features of the foreign culture with his own.
(v) finally it can help him to recognise visual features of the behaviour of the people in order to interpret this behaviour correctly and to use it appropriately himself.'

2.1.7 Motivation

McWilliam, (1986) quoting McKnight (1981) says: 'Student motivation is frequently cited as a good reason for using video in the foreign language classroom'.

The writer nevertheless makes a clear distinction between what he calls motivation towards language learning as a result of the use of the medium. This point is interesting because the foreign language learner motivation derives from both:
- firstly because any new medium introduced in the classroom is usually a source of motivation mainly because it brings variety in the teaching-learning process.
- secondly, the foreign language learner who has not experienced being in the target language community, will consider video as its substitute.

Sturtridge et al. (1978) in McWilliam (1986) reports an experiment carried out with EAP students. They say: 'The students happened to prefer a bad quality video tape to a good quality audio-tape'.

However, McWilliam (1986) expresses some doubt that this motivating power of video may not be enduring.

Clearly video has far more advantages than those mentioned in this paper. However, the teacher must be critical and consider the aid in all its aspects. Since our own teaching as well as the teaching aids we use in the classroom affect our learners either positively or negatively, it seems to me worth considering the dangers or disadvantages of video in the teaching/learning process.
2.2 Disadvantages

These disadvantages may come from different sources:

- Overuse
- Passivity to the screen.
- Use for unmotivated purposes.
- Inappropriate material.
- Machine phobia.
- Incompatibility.
- Maintenance.

2.2.1 Overuse

If the user of video in language learning is too fascinated by the advantages that the machine offers, these same advantages can turn into disadvantages.

Shepherd, D (1990) points out that there are a number of potential dangers in using the video in the English classroom and the first is overuse. Therefore the teacher should have control of the machine and avoid being its slave. Video has the potentiality to keep its viewers quiet. A teacher who is confronted with problems of discipline, or is unable to create and sustain interactive teaching is likely to take video as his substitute.
Willis, (1983) finds that students will question the purpose of silent reading, but when it comes to silent viewing they can enjoy watching video for hours for its own sake as they do at home. If the teacher is not careful enough, the same programme can be played and replayed without the students learning any language.

2.2.2 Passive viewing

Teaching can take place without the students really learning. This phenomenon which usually happens in the teaching/learning process without being noticed by many teachers is more likely to occur with video. McWilliam (1987) points out that this problem is due generally to the students' home habits with television which they simply transfer into the classroom. The solution according to Allan (1985) would be to ask students to carry out tasks which would allow them to listen for a purpose.

Gill (1986) quoting Manders (1978) says:
'
... the evidence is that television not only destroys the capacity of the viewer to attend; it also ... decreases vigilance - the general state of arousal which prepares the organism for action should its attention be drawn to a specific stimulus. The individual therefore may be looking at the unexpected
or interesting, but cannot act upon it in such a way as to complete the purposeful processing gestalt. The continuous translike fixation of the TV viewer is then not attention, but distraction - a form akin to daydreaming or time out.'

Therefore it is essential, as Gill (1986) points out, for teachers to be aware that video like any other teaching aids, needs to be used in the context of language teaching principles.

2.2.3 **Using video for unmotivated purposes**

The teacher even if he is able to make his teaching highly learner-centred, remains the central figure in the classroom. He knows his students and their needs and therefore any material introduced in the classroom should be related to these needs.

2.2.4 **Inappropriate material**

The video material for EFL has been designed with a large audience in view. If the teacher is not able to suit the material at his disposal to his students' right level, de-motivation may follow.
2.2.5 Incompatibility

Unlike tape recorders where the problem of incompatibility does not occur, video machines on the contrary are different according to their format. The four main formats are:

- VHS
- Betamax
- U-matic
- V.2000

The differences of formats sometimes renders attempts to exchange materials impossible. Another problem unrelated to the format is that videos can be electronically different, PAL - SECAM - NTSC.

We have seen then in this section, that video has real potentialities, but misused it can also present some dangers. In the next section I will be concerned with the criteria for selecting video.

2.3 Criteria for selecting video

The choice of material, as Kerridge, D. (1988) points out, 'is a difficult subject pedagogically, but also logistically'. The difficulty in selecting video materials is mainly due to the linguistic and technical
sophistication of sound and image.

Therefore the teacher should train himself as Kerridge (ibid) suggests to judge the material with a certain rigour. My focus will be on the objectives to define, on the length and content of the material.

2.3.1 Objectives

Candlin et al (1983) point out that when it comes to selecting video materials, the task of the teacher is to define the language learning objectives of his students; both their short-term and long-term needs should be taken into account. Once the language learning objectives are clearly defined, the video sequences selected should normally bear some resemblance to students' own lives and language needs.

The difference of needs among learners may render the choice more difficult; but Candlin et al. (ibid) recognize that even if this problem occurs, the students on the other hand will have many linguistic needs in common. For example, the learners will all need language to establish good relations with strangers, they will need language to elicit and give specific information, etc.

The material selected can provide learners with many
other things in common. The types of interaction sequences that the learners will meet in real life are likely to have a lot in common as well as the types of exchanges they will use. For example as Candlin et al. (1983) state, 'all the learners will need to initiate fact-finding exchanges politely in order to find out specific background information'. In real life we need some skills to socialize better with other people. We need the skills that can allow us to keep a conversation going on, skills to negotiate, clarify, inform and check. So what Candlin et al. (ibid) suggest is that the teacher must look for parallel linguistic structures and patternings on videotapes that are available and then help his learners not only to recognize but also produce language that they can adopt and transfer to their own more specialized settings.

2.3.2 **Length of viable sequences**

The length of a 'unit' will depend on the level of the learners we are dealing with. Generally, the earlier the stage, the shorter the unit of language presented, but Candlin et al. (1983) point out that this is only a general rule. The length of a text will rather depend on what the teacher expects to do with his learners. The writers suggest that beginners can be
restricted to the production of simple two or three parts "exchanges". This may consist of an Initiation, a Response and a Follow-up.

e.g.

A: Excuse me, do you have the time? (Initiation)
B: Er yes, it's ten o'clock. (Response)
A: Thank you. (Follow-up)

Another example where someone is having his form filled in by someone else.

A: What's your name?
B: Rebecca Bloggs.
A: What's your address?
B: 21 Park Road.
A: Telephone number?
B: 3612.
A: Thanks. That's all.

The problem now is that as Candlin et al. point out, suitable exchanges that are complete interactions in themselves are not always easy to find. What the writers propose is to take a single exchange embedded in a short sequence of other exchanges and teach it for productive control. If now the students do not know the language which contextualizes the exchanges, this language can be taught for receptive control - for aural comprehension, only.
e.g.
(Frances meets Paul in the street).

P: "Hello, Frances, glad we met. Look, are you free on Friday? Friday evening?"

F: "Yes, I think so, Paul."

P: "Good. We're having a party. Would you like to come?"

F: "Oh, yes please. That would be nice. What time?"

P: "About eight."

F: "Eight o'clock. Right. Oh, by the way, have you seen Fred lately?"

P: "Fred? No, not since ... "

Allan (1985) points out: 'When you are using a set of materials in the classroom, the important thing is that it should be the right length:

(i) for the use you want to make of it;
(ii) for your particular students;
(iii) for the lesson time you have.'

The writer explains that two minutes of video can provide an hour of classroom work, but a ten-minute programme could be suitable for advanced learners because their knowledge of the language allows them to follow it without difficulty.
However it is difficult to set a definite rule as far as length is concerned. Kerridge (1988) points out that under certain circumstances and with certain groups a 2 hour entertainment film or 50 minutes documentary on divorce may be extremely valid learning aids.

2.3.3 Content

When it comes to content, drama and documentary can offer different opportunities. In the case of drama, it is not advisable to select a sequence just because it can stand on its own. Allan (1985) says that we should also be looking for content we could exploit in the language classroom. A good example of this is popular TV series, because as the writer explains they feature domestic situations such as shopping, entertaining, meeting new people, etc.

The teacher might be looking for examples of certain kinds of behaviour; an opportunity for learners to see what people do when they need information and nobody is offering help, or how people go about persuading other people to do things in certain situations. In the case of a documentary, according to Allan (1985), we are likely to be more interested in the subject matter. Therefore what we should be more interested in is to
see if the topic is of interest to our students. We might also be trying to find out if there is anything our learners want to know about. It would also be relevant to consider if the content can be related to their own experiences.

Since video is mainly used as a supplement to the language programme, Allan (ibid) suggests that the teacher should see if he has any other materials dealing with the same topic.

Schwartz (1983) has observed seminars of participants working through a film. He says: "When working through a film, most participants paid particular attention to these broad areas: comprehension, grammar, vocabulary, pronunciation and intonation, body language, cultural differences, and language and behaviour models."

As a result of this, the writer gives some recommendations. The content should be stimulating enough to motivate speech and expression. The setting as well as the characters should be realistic or credible. Another important factor he mentions is that the tone should not be patronizing. The content value should be informative with an acceptable level of cultural input.
2.4 Classroom techniques for using video

Candlin et al. point out that there are one hundred and one ways of using video, and probably more than that.

As for Allan (1985) she points out that all depends on the teacher's familiarity with the machine and on his awareness of its potentialities.

I will try to focus only on a few of these techniques that can be used in the classroom.

2.4.1 Viewing the whole programme

The problem with this technique is that the student is likely to transfer his passive viewing habit of video or television to the classroom.

However, it can be justified and effective in environments where the students have no great opportunities to use English outside the classroom. Allan (1985) points out: 'In some countries this might be the only opportunity learners get to hear extensive chunks of the language.' The writer goes on to explain that it can serve as a 'language bath' session where the students should be helped to come away with a general idea of the context.
2.4.2 Silent viewing

Video combines sound and vision, therefore to get information the student can refer to both channels: aural and visual. Silent viewing allows the students from their background knowledge to bring something to the material. Abbs, B. et al. (1985) explain that silent viewing 'draws the students' attention to the visual element of the film and to raise expectations as to what is going on and what is being said'.

Silent viewing facilitates comprehension and as Tomalin, B (1989) points out, 'it gives students opportunities to build up a sense of the situation based on environment, dress, expression and gesture and, of course, actions'.

Silent viewing is motivating too. If their expectations come true, it is a sign that they possess enough language to be able to form and state their impressions. If they fail, they will probably reconsider their previous expectations.

2.4.3 Prediction

Asking students what is going to happen next is a useful classroom technique. Prediction is a technique
which can generate inside the classroom a good atmosphere of cooperativeness. The advantage of using video for this technique is that as Tomalin (1989) states 'the student can use voice, scene, expression and gesture as a clue to what will happen next or what will be said next'.

It is a realistic technique also used in real life situations. When someone is telling us a story, once we are in possession of some clues, we can predict the end. Ur, P. (1989) states that "when we hear the first part of an utterance, we may be able to guess the exact meaning, if not the exact words of its continuation."

2.4.4 Understanding their feelings

There are a lot of clues which can help the students to understand the feelings of the characters appearing on the screen. e.g. From facial expression we can know if the person is happy or sad. Raised eyebrows can express surprise or fear. Abbs et al. (1985) suggest making use of sequences where specific emotions are played out.
2.4.5 Reading their minds

In this technique, the students are asked to supply the speakers' thoughts. In real life situations, people may say things they do not really mean.

2.4.6 Freeze frame

Every picture tells a story. Students, particularly adults are already prepared in this technique. A picture in a newspaper can be more expressive than words. With video, the teacher freezes the frame and the students tell the story helped by the teacher's questions. (e.g. who are they? What are they doing? Why are they doing it?)

2.4.7 Role playing

Role playing is a useful language-learning exercise. It is a technique which allows students to make use of the new language as well as the language they already know to say things they want to say. It is an opportunity for students to try to imitate what they have seen and heard on the screen.

Abbs et al. (1985) explain that with role playing 'the
students use the language in focus in contexts more relevant to their situation'.

A distinction is made between acting out and role playing. How Tomalin (1989) defines the two is very interesting. He explains that when it comes to acting out, the students are given the words to say as well as the situation to say them in. While in role play they may be given the situation and certain facts about themselves; but they feel free in the choice of the words and their interpretation of the situation.

2.4.8  **Jigsaw viewing**

Jigsaw listening involves groups of students listening to different versions of a story on audio. The possibility we have with video of separating sound from picture gives a good opportunity to deal with jigsaw viewing instead of jigsaw listening.

Allan (1985) states that this technique can be applied to any available material and furthermore, there is no need for the teacher to look for programmes specially constructed for the purpose.

As for Tomalin (1989), he finds that jigsaw viewing 'is undoubtedly one of the most enjoyable communicative
activities using video for intermediate and advanced students.'

But to make it more successful the writer suggests the teacher makes use of "a short sequence that tells its story, through pictures rather than through dialogue".

After the classrooms techniques for exploiting video, to close this chapter, I will now consider the types of video available in the market.

2.5 Types of Video

Video materials used in language teaching can come from a wide variety of sources. It is interesting to note that the different techniques for using video in the classroom can be used with different sorts of materials. Among the video materials available in the market we can distinguish:

(i) professionally made language teaching materials on video.

(ii) Video recordings of domestic television broadcasts.

(iii) self-made video films, involving the teachers and learners.
2.5.1 Professionally made language teaching materials on video

Lonergan, (1986) points out that "the films made for language teaching have the merit of being planned and produced for a language learning audience."

Therefore, we can expect the language to be graded, and the presentation of new vocabulary items, structures or speech exponents to be controlled. Another characteristic of these materials is that the language-learning goal is likely to be made explicit. Lonergan (ibid) explains that this explicitness is expressed in terms of language structures or a level of communicative ability.

There can be published materials to accompany the film. For example "Follow Me" appears on television to reach a wider audience and at the same time is accompanied by a text-book.

"Video English" goes along with a Study Guide and a Teacher's Manual. The availability of the published materials helps a lot in the teaching/learning process. The language used and the situations shown in the film relate to the published material. The potentialities of professionally made language teaching materials on video leads Lonergan (1986) to make this prediction:
"The developments in technology and the spread of video equipment into homes, offices and educational institutions all indicate that these types of language-learning materials will become increasingly popular, both for classroom work, and self-study."

2.5.2 **Video recordings of domestic television broadcasts**

These materials as Lonergan (1984) states "have not been made for language teaching purposes". However, when it comes to foreign language learning they prove to be as relevant as other realia such as newspaper articles, magazine pictures, or popular records.

These materials because they have been primarily intended for native speakers may present some language difficulties to the foreign language learner; but if the teacher has some expertise he can manage to use them appropriately and adequately, preparing then his learners for real life situations. This accords with the observation of Lonergan (ibid) when he says that these materials are real, meaningful and therefore have a relevancy that transcends the immediate needs of language learning.

Unfortunately, in some countries like Senegal where television programmes are not broadcast in English, and
added to the non-existence of cable television, our chances to make use of these materials are extremely reduced. Nonetheless, considering the present status of English and the introduction of video in the educational system of some developing countries one might suppose that television companies will be increasing their output to make it more available than it is now.

2.5.3 Self-made video films, involving the teachers and learners

Allan, (1985) has this to say: "English language teaching is a do-it-yourself".

Therefore, in an institution where a camera video is available, there is nothing more legitimate for teachers and learners than to engage themselves in producing their own materials. However the availability of the camera is not in itself a reason sufficient enough for one to enter this field. Allan (ibid) explains that the criteria for selecting ready-made materials apply to home-made materials too. The teacher should think of the relevancy and of the exploitability of this material. The problems which can be encountered in this field are worth taking into account. There can be some deficiency in the produced
material. It is also time consuming. Fortunately, what is likely to compensate this negative aspect is the students' involvement in doing things by themselves and for themselves. The teacher can take advantage of this involvement to get his learners expressing themselves in English while the material is in process.

I have now, through the literature review, a wider view of the principles of video use in English language teaching.

I would like in the following chapter to make suggestions of its use in adult ELT classes, in particular in the Distance learning satellite centers in Senegal.
In chapter one, I have attempted a critical observation of my learners' problems. The difficulties they encounter in the learning process are mainly due to two factors:

- firstly, they are not sufficiently exposed to the target language.

- secondly, the little language they are exposed to is generally taught out of context. As a result, they are not strongly motivated to communicate.

The review of the literature related to video use in English language teaching shows that video can offer solutions to these problems. Not only can video present language in context but also its use can result in improving communication. Furthermore, video has the added advantage of sound, picture and motion. The learner then has the opportunity to appreciate the relationships of language and paralinguistics. This results in making the learning livelier and motivating.

In order to achieve these objectives I will devise two video plans one for intermediate and one for advanced learners, each in conjunction with a language unit. The video plans will be used as additional contexts to
revise, reinforce, and even expand the language previously learnt.

They will exemplify the techniques of exploitation. In devising them, my primary objective is to develop my learners' communicative ability.

However, these two video plans will also give me the opportunity to engage my colleagues in the task.

I will use the video lessons as examples to encourage my colleagues to use video themselves and to devise further materials.

Therefore, I propose to integrate video in the language programme as a supplement to the coursebook.

In making this proposal, I have taken account of the following principles:

- to use video more professionally.
- with better understanding of its application.
- knowing how to select material.
- and finally knowing the techniques of its use.
3.1. Using video more professionally

Introducing a teaching aid inside the classroom can be useless and even frustrating if one does not understand the principles which underlie this teaching aid.

Using video more professionally implies, on my part, exploiting the field of professionalism. It means having a better understanding of the theories elaborated for the use of the medium and their evolution. Professionalism also implies the ability to be both critical and self-critical. There are some good reasons for me to tend towards professionalism. Many of my learners have a high academic background. This academic background allows them to be critical not only about the teacher's attitude, but also it allows them to be able to evaluate the outcome of any teaching aid integrated in the learning process. Hubbard et al. (1987) have clearly highlighted this point when they state that English has emerged as the most sought-after language for foreign learners throughout the world. And as a consequence they explain that the demand for effective teaching has increased but also both teachers and learners have heightened their critical awareness. I must as a language teacher think about the suitability of the integration of video in my teaching as a supplement to the coursebook.
Being a professional in video involves understanding more the potentialities and limits of the aid. Therefore, not only will I acquire more confidence but also I will have more control of the machine and avoid being its slave.

A professional is also a participant. He should not feel concerned only with his immediate environment. He should feel a duty towards other colleagues who would like to share his experiences.

3.2 **Understanding better video applications**

It is worth pointing out that I am not using video for its own sake. Nor will I use it as the core of the language programme. Rather it will be considered as a supplement to the course book.

Therefore, its applications in the classroom will mainly depend on the general principles which underlie good teaching and learning. Video will be a means through which my learners will be developing their comprehension of English spoken at near normal speed. It will be mainly enabling them to revise or reinforce the language already acquired. To achieve this goal, there must be some correlation between the video programmes and some aspects of the language contained
in the coursebook. What I will be considering when using video is the possibility to make my teaching more communicative and more learner-centered. Since my learners live in a non-English environment, and considering the fact that their learning time is relatively short, video should be an opportunity not only to practise English in the classroom but also outside the classroom if they become more confident.

3.3 Knowing how to select materials

My learners have different needs; their social background is different as well as their academic background. Since I am not in a position where I can individualize my teaching, the programmes I will be looking for should reflect the needs my learners have in common. In other words the materials selected should be at the right level for them; and the content should relate or give them opportunities to relate them to their own lives and experiences. This is ideal. It is very difficult and rare to find materials that respond perfectly to the learners' needs. This is where the teacher's proficiency should intervene. The teacher then in such a situation should be able to adapt the material available to his situation.
3.4 Knowing the techniques of video use

Bygate (1988) explains that "knowledge itself is not enough: knowledge has to be used in action".

It is through the techniques that the teacher will be showing his degree of proficiency with video, it is also through these same techniques that the students can be engaged in learning and making use of the language.

The different techniques of using video create more varied forms of interaction in the classroom. For example, as Littlewood (1983) points out, "with role-playing, learners can be asked to imagine themselves in a situation which could occur outside the classroom". When role-playing they can adopt a specific role or act as themselves. The advantages are not the same. In the first case they can be imitating a character in the programme, in the second case they will probably be making use of the language they know to say what they want to say.

Consequently, learning becomes more enjoyable because nearer real life. Other techniques like reading their minds, predicting etc. ... all these are techniques we use in real life and learners can find them worth practising in the language lesson.
EXEMPLIFICATION

In this chapter, I will deal with two video plans. One for students at intermediate level, and one for advanced students.

It does not mean that I do not have the beginners in mind. The main reason is that as far as video is concerned the non-experienced teacher will find it easier to deal with students who have already acquired some knowledge of the target language. Once the teacher becomes more experienced with video, he will get the skills which can enable him to adapt some video materials at the right level of the beginners.

In the first video lesson my students at intermediate level will be revising some grammatical structures and functions they have just studied in their textbook. The video material is an extract from 'Video English' by The British Council (1982).

The second video lesson for advanced learners is an extract from 'Points of View' by MacWilliam I & MacDowall W. (1986).
Reasons for selecting the video sequences

Although the two video sequences are different in many ways, both relate to the learners' language programme and to their interests and own experiences.

They also highlight some social and cultural features and therefore are likely to generate involvement on the learners' part and provide useful support to what they are learning. It is worth reminding readers that my students at intermediate level study with "Kernel II" by O'Neil (1982) and those at advanced level use "Kernel III" by O'Neil (1983).

Since I am using video to revise, reinforce and expand language previously learnt, I will on the one hand present each textbook unit and its accompanying video sequence in order to highlight their relationships.
4.1 Video Plan 1

4.1.1 Language content of the textbook unit from "Kernel II"

Unit 3, page 13

Title: The News in focus : Widow wins £750,000; Gorilla at the wheel; Big diamond robbery.

Structures: Comparatives (easier, better, more attractive).

Functions: Polite requests (would/could you ... please?)

Commands (open that safe).

4.1.2 Language content of the video sequence

Structures

The structures are present in the video programme. The story of the sequence is: A man goes into a showroom to buy a car, a Maestro. A few minutes later he is joined by his wife who suggests buying a Metro instead. The use of the comparatives appear in their interaction.
Functions

Offering help. (to a customer)
Can I interest you in ... ?

Expressing interest
I'm very interested in ...

Expressing approval
They're marvellous
Very good
It's very nice

Asking someone to do something
If you'd like to ...
Now, if you would ...
Do just ...
Would you like to ...

Asking for information
Can you tell me (something about) ?
How much ... ?

Taking leave
Could you excuse me for a moment, please?
The complete video script is given in Appendix 1.

Suitable places for stopping the cassette are marked *.

A man is entering a showroom to buy a car; he looks at the other cars and then goes directly to the Maestro.

* The salesman is suspicious, he looks at the man, and suddenly leaves his seat to join him; noticing that the man is a customer and seems interested in the Maestro, he asks if he can offer some help.

* He answers that he is interested in the Maestro. The salesman asks the customer to get in the car, then look at the front and the back.

* The customer's wife comes in, but is rather fascinated by a small black car, a Metro.

* She joins her husband, who at that particular moment is asking the salesman for some more details.

* The salesman leaves both wife and husband to allow them to come to an agreement.

Finally, both wife and husband are satisfied; the man
buys the Maestro because he likes it very much, but in black to please his wife.

4.3 **Video Plan**

Level: Intermediate

Number of Students: 25

Duration: 1 hr. 30 min.

Materials: Video material

4.3.1 Objectives: - to give students practice in listening to someone making suggestions.

- to help the students follow the responses to the suggestions and determine the favoured idea.

- students should be able to recognize wider contexts for using language they have learnt, in fairly controlled, predictable situations.

- By the end of the lesson, students should be able to initiate/respond using whatever language they can, with slightly less teacher help.
4.3.2 Procedure

The lesson will be divided into three main stages:

(i) - a pre-viewing stage.
(ii) - a while-viewing stage.
(iii) - and a post-viewing stage.

4.3.2.1 Pre-viewing stage

Silent viewing

Stage one
Teacher tells students that they will watch a video sequence without the sound. He sets pre-questions. Then he asks students to answer the questions after viewing.

Pre-questions

1. Who are the people you see?
2. Where are they?
3. Why are they there?
4. What are they doing?
Stage two  - First silent viewing.
The teacher shows the sequence right through without sound.

Stage three  - Discussion
Students are divided in groups of four and discuss orally their answers to the pre-questions. At the end of the activity a general round-up on group views may follow.

4.3.2.2 While-Viewing Stage

Stage one  - Silent Viewing to Focus on Language.

The video lasts 4 minutes.
The teacher has selected beforehand a 90 second extract especially useful to revise some grammatical structures (comparatives).

Referring to the detailed summary of the suitable places where the cassette can be stopped, and using the pause button, he tries to elicit the language from the students.
Stage two - Viewing with Sound.

Teacher rewinds the scene and plays it back with sound. Students check their predictions.

Stage three - Focus on Language.

Teacher plays back the same scene. This time he asks students to write down the seven reasons the woman gives for preferring the Metro to the Maestro.

4.3.2.3 Post-viewing stage

Stage one

After stage two and stage three students work in pairs and have a discussion about whether to buy a Maestro or a Metro. They can use these phrases for help

<table>
<thead>
<tr>
<th>Ah, yes, but ...</th>
<th>Well, it's not ... actually</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the other hand ...</td>
<td>But it hasn't got a (sunroof)</td>
</tr>
<tr>
<td>It's more expensive because ...</td>
<td>Come on ... let's get the ..</td>
</tr>
<tr>
<td>It's far (roomier) than</td>
<td>But you said ...</td>
</tr>
</tbody>
</table>

Stage two - Problem-solving role-play.

You are a car salesman. You think you are on the
point of making a sale to a customer, and the customer's wife or husband arrives and says she/he likes a completely different car. They begin to argue.

NB: The students will be divided in groups of three.

4.4 Rationale for Video Plan-1

Having a look at the different stages of our lesson, we can appreciate how a video sequence relating to a textbook unit can be a useful device for the revision of language particularly with intermediate students. Sharley (1986) recognizes that most language courses reflect a shift in emphasis from grammatical to communicative competence but they remain basically synthetic. Revising the language through the medium of video can "give students an opportunity not just to see again" a piece of language, but to put together different pieces of language, so as to encourage the process of synthesis on the part of the learner.

Our lesson plan is divided into three main stages and involves different tasks and activities. I am going to make some comments on it.
4.4.1 Pre-viewing activities

Extensive Listening

In the first activity, the pre-viewing questions set by the teacher will help the students to know what to expect. Underwood (1989) has this to say: "There are very few occasions when people listen without having some idea of what they expect to hear." Tomalin (1989) adds that setting active pre-viewing tasks will prevent the learners from switching off mentally. Since they are viewing without sound, they will rely on what they see on the screen. Therefore during the discussion in stage three, they will be making use of the language they know.

When showing the video sequence right through I am preparing the learners, as Bouman (1986) explains, for what they are about to see and, not only that, I am familiarizing them as to the context. The activity being done orally, will create an opportunity for the learners to respond spontaneously.

The pre-viewing stage is a lead-in to the following stages.

In stage two the task they are assigned is meaningful because they have been listening for a purpose. Consequently in stage three during the discussion the learners would like to communicate their interpretation
of the situation. The absence of sound far from being a handicap will help learners to make use of their background knowledge. As Anderson and Lynch (1988) point out, the task will require them to adopt some strategies. For example, to be able to be understood the learners will be struggling to make themselves more explicit in what they are saying, a lot of repetition will occur because of time pressure. Bygate (1987) explains that these features help learners to speak. The last thing I would like to mention is the integration of the skills of listening and speaking in the pre-viewing stage. Anderson and Lynch (1988) point out that 'for the L2 learner to be a proficient partner in conversation, he needs to be skilled as both speaker and listener'.

4.4.2 While-viewing activities

Intensive Listening
In this stage the learners are engaged in intensive viewing. They may not meet any difficulty, because as Sheerin (1988) states 'learners can be prepared for intensive listening with an extensive listening phase'. So far we can notice that the different activities are linked, and therefore, will facilitate comprehension. Intensive listening demands a lot of concentration on the learners' part. Since it is difficult to sustain
concentration for long, the teacher has chosen a very short chunk for this purpose. The importance of silent viewing in this phase is that the learners will only rely on the visual channel; an opportunity for the teacher to elicit the language from the students. Two characters only will appear in this scene. Students in their prediction of the language will try to activate their schematic knowledge.

Some paralinguistic features such as gestures, facial expression, proximity are all present and can be easily noticed and interpreted by the learners. For example the man and the woman when standing are so close to each other that it becomes obvious for everybody that they are husband and wife. Our purpose is to practise the use of comparatives. The students will see the man looking at the Maestro. All this added to their attitudes and behaviour shows that they want to make a choice by comparing the two cars.

In stage three where focus is still on language, students are asked to view and note down specific information. It is worth pointing out the opportunity this task has generated to integrate writing skills. Ur (1989) explains that this kind of activity which consists in taking notes while viewing, 'reproduces a common real life situation where we are "listening out" for what we want to know and relate to the rest of what
we hear as redundant'.

4.4.3 Post viewing activities

The teacher when devising a controlled-role play expects his learners to produce a simplified version of the scene. Controlled does not mean absence of creativity. The student naturally will bring something to the scene.

Underwood (1988) defines the post-viewing stage as an extension of the work done at the pre-viewing and while-viewing stages. Therefore the student will find it easy to cope with the task.

The last stage is a freer role-play. As Byrne (1989) states, this phase provides the learners with opportunities to use the language for themselves.

4.4.4 Classroom organisation

The tasks as well as the activities are varied in this lesson. They have created opportunities for learners to work individually in pairs and in groups. Therefore we can expect cooperativeness, confidence building involvement in the task occurring in the
classroom.

To conclude, I would like to quote Bouman (1986) when he says: "when video is used appropriately, i.e. integrated into and in support of your teaching, it most certainly will provide you and your class with a unique learning experience as it will not only promote language development in all its aspects, but also stimulate imagination, comprehension and interpretation, and facilitate group work and self-assessment.

4.5 Video Plan 2

This is a video plan for use with advanced learners. These learners are using as a textbook Kernel III (O'Neill & McLean, 1983). The video sequence comes from 'Points of View'. (University of Edinburgh Institute of Applied Languages Studies, 1984).
4.5.1 Language content of the text-book unit

Unit three, page 13

Title: Nick Ashley: The problem years.

Structures and functions

Talking about the past: past simple/past perfect/used to ... asking for and giving advice (What do you think I should do? Why don't you...?/You should ... You ought to...

4.5.2 Language content of the video sequence from 'Points of View'

The video sequence tells the story of two people talking about their past experiences. This sequence will be a stimulus for the learners who will relate it to their own experiences and consequently will be using the past to express themselves.
4.6  Summary of the video sequence

The complete video script is given in Appendix II.

Title: 'Margaret and John' 'Foreign Spouses'

Margaret and John are both married to foreigners. They are having a conversation about their own experiences.

John
John's wife is Dutch but she is fluent in English. Therefore, there are no language problems between them. Problems occurred when the man and his wife went to London and were living with the woman's family. John's mother-in-law knew a very little English; as for the rest of the family they knew practically nothing. John could not speak Dutch and whenever the family gathered round the table, he used to be left out. Even his wife in these circumstances usually addressed her husband in Dutch. John, instead of complaining used to let things go just for fun.

Margaret
Margaret's husband was Italian. He did not speak English at all. The little English he knew was limited to 'ashtray', 'cigarette', 'please', thank you'. Then
you'. Then Romolo, Margaret's husband decided to live in Scotland for two years. He stayed with his family in-law. Margaret was fluent in Italian, so the couple conversed all the time in Italian. Romolo is a garage mechanic. When he went to his first job he discovered that he could not converse with other people in employment. Through mime language he managed to get help from other people particularly when it came to filling in job cards.

Language problems rather arose with his family in-law. His mother-in-law would shout at Romolo assuming that he was deaf. Worse, other people thought that he was mentally subnormal.

4.7 Video Plan

Level: Advanced
Number of students: 25
Duration: 1 hr. 30 min.
Materials: Sequence from 'Points of View' overhead projector
Duration of video sequence: 3 min.
4.7.1 Objectives: to help students make predictions from title.

- students should be able to recognize and retrieve information from language spoken at near native speed.

4.7.2 Procedure

The lesson will be divided into three main stages.

(i) a pre-viewing stage.
(ii) a while-viewing stage.
(iii) and a post-viewing stage.

4.7.2.1 Pre-viewing stage

Stage one

Teacher writes the title of the video sequence on the overhead projector.

Title: "Margaret S. or John H" 'Foreign Spouses'.

After having written this title he announces it. Then
he asks students questions about the title and probable content of the video sequence.

**Pre-questions A**

1) What is the topic?
2) What do you expect to learn from it?

Teacher elicits answers from the whole class in order to get as many predictions as possible.

**Stage two:** Silent viewing. (hold frame)

Teacher will write these questions on the overhead projector.

**Pre-questions B**

1) What is the relationship between the two characters?
2) Are they husband and wife? Friends? Give reasons to your answers.
3) How are they dressed?
4) What might be their jobs?
Teacher will then play the opening sequence of the video without sound. Teacher will freeze the picture to show Margaret and John.

**Stage two A**

Students in groups of 5 discuss these questions. Each group selects a member who will report to the rest of the class. A whole class discussion will follow.

**Stage two B:** viewing with sound

Teacher plays the tape. Using the pause button, he stops at suitable places to allow the students to confirm, reject or change their predictions.

**4.7.2.2 While-viewing stage**

**Stage one:** Exercise: True or false?

Give reasons for your answers.

Teacher writes the following sentences on the overhead projector and allows students time to consider them. While playing the tape, he will stop at times so that the students will not get lost.
Students work individually first.

Questions

1) Margaret's husband was Italian.
2) With the help of his wife, the man became very fluent in English.
3) The man did not use to speak to her mother-in-law because he did not like her.
4) People Margaret's husband worked with were very friendly and helpful.
5) One day the mother asked her son-in-law if he did not like Scotland.

Stage two

Students in pairs compare their work. Then teacher works with the whole class. He replays the tape stopping at suitable places. The intention here will not only be to allow the students to use the language they know but also to get them to answer the questions as precisely as possible.
4.7.2.3 Post-viewing stage

Discussion

Teacher divides the class in groups of 5. The task consists in comparing and contrasting customs in an English-speaking culture with those of their own culture.

Each group will discuss the task orally first. Then they write a report which will be reported to the rest of the class by a selected group member. A whole class discussion will follow.

4.8 Rationale for Video Plan-2

It is advisable when it comes to listening to select materials which respond to the right level of the learners. However, it is sometimes relevant to choose listening materials which can be challenging for our learners too. One could argue that my learners might face some difficulties in trying to keep up with the speakers in the video sequence. Although this is to be expected I nevertheless find this video programme to be appropriate and relevant for my learners for the following reasons:
firstly because my objective is to have the students to get an overall understanding of the material.

secondly, in real life we are not interested in whatever our interlocutor is saying but rather to the essence of the message.

This video sequence will give my learners an opportunity to listen to a short recording where the speakers express themselves spontaneously using informal language. Underwood (1989) has this to say: "Many language learners have limited experience of English language in informal situations". The writer goes on to explain that because the relationship student/teacher is usually formal, consequently the learners are more exposed to formal language. What will make the process of this lesson a success will depend on the adequacy and appropriacy of the tasks devised and on the learners' ability to respond positively to these tasks. It is my intention to develop in my students the skill of keeping up with the speakers and at the same time to get them to realize as H.H. Stern in Underwood (1989) points out that 'the good language learner is the one who can tolerate vagueness and incompleteness of knowledge'.

I will now comment on the different activities assigned to the learners. I would like to remind the reader
that most of what I have already said about the rationale related to Video Plan-1 can also apply here.

4.8.1 Pre-viewing activities

In setting two pre-viewing activities for my learners my objective is not only to give them a sense of what they are going to learn, but also these pre-viewing activities will allow me to measure how far my students can make use of the language they already know.

Therefore, these pre-viewing activities constitute revision sessions.

In giving the learners the title of the video programme in order to predict what it might be about, I am giving a chance to every student to have something to say because emphasis is not put on the correctness of their answers but in their attempt to express themselves in English. Of course they will be acquiring the skill of anticipating content through title. Tomalin (1989) refers to such an activity as a brain-storming one in that it motivates the students for the following activities.

In the second pre-viewing activity, the learners, in order to answer the questions set, will have to refer
to a frozen picture. Because of the absence of sound, the students will rely on what the visual channel exposes to them. Allan (1985) in Geddes and Sturtridge (1988) reminds the teacher to bear in mind that a picture can say as much and sometimes more than words. Therefore, the students will be considering the paralinguistic features which will be revealed by the visual. For example, in order to identify the relationship between the two characters in the video sequence and their social status, the learners are likely to talk about posture, proximity, appearance and setting.

When the teacher plays the tape to allow the students to check their predictions, I recognize that some learners may get lost because of the speed. But these difficulties may not occur as the teacher himself expects. Allan (1985) explains that 'we all unconsciously use lip and head movements to help us make out what a speaker is saying'.

The paralinguistic features then contribute to reduce the level of difficulty of the spoken speech.
4.8.2 While-viewing activities

In devising a true or false exercise, the teacher is mainly concerned with general comprehension of the selected material. At the same time the task also demands some intensive listening because the student, to be able to give reasons for their answers are likely to refer to the same language used by the speakers.

Therefore, the task leads to active viewing and, as Tomalin (1989) points out, 'the students' ability to recall the whole video sequence is enormously increased'. The task may seem easy for advanced learners but referring to Tomalin's point of view, the aim is not to test the students but rather to help them in a genuine way.

The activity is also a good stimulus for class discussion. For example, the students who may not be able to keep up with the speakers will nevertheless attempt to respond to the task set. The probable falsity of their answers can be exploited by the teacher who will purposely let the students agree or disagree before replaying the tape.

When replaying the tape to allow students to check their answers, it is likely that they will be highly motivated at this stage mainly because here too they
have a purpose to listen.

1.8.3 **Post-viewing activities**

In the post-viewing activity, the students are engaged in a discussion which consists in comparing and contrasting customs in an English-speaking culture with those of their own culture. This activity has a double advantage:

- Firstly, the students will have to focus on the content of the video sequence. They will probably be considering the nature of the relationships between the two couples and their in-laws. They would like to know why the two families have different attitudes to the same situation.

- Secondly, in comparing the characters' experiences with theirs they will find differences but also similarities. This activity shows how meaningful it can be to exploit the cultural aspects of a video programme. Miller and Brennan, (1983) explain that 'the cultural content of any English Language Teaching videotape merits classroom discussion'.
4.8.4 Classroom organisation

Throughout the main stages of this video lesson, the students have been involved in varied activities. This variety has given the teacher an opportunity to work with the class as a whole, or engage the students in working in groups.

In the while-viewing stage opportunity has been found to get the learners to work individually. The objective is to allow every student to meet his own needs. Some students enjoy working in groups while others without rejecting the idea of groupwork, appreciate at times working alone.

Obviously, the teacher has deliberately devised more tasks where the learners are expected to work in groups. The reason being that groupwork is suitable for adult learners because it provides an informal atmosphere in the classroom. Byrne (1989) points out that not only does groupwork increase the amount of practice the students can get, but also it makes this practice more realistic by setting them to talk to one another. The writer goes on to explain that 'groupwork provide the learners with an environment in which they can communicate easily and freely'.
My learners having different abilities can take advantage from working in groups. For example once an intimate environment is set in the classroom, the learners can work together, help each other and consequently the teacher's intervention is reduced.

Gebhard, J.G. (1982) suggests the teacher 'to strive for a classroom atmosphere with a community spirit geared towards learning to communicate in the foreign language'.

The advantage according to the writer is that it allows the teacher to best understand his own limits. Such an atmosphere in the classroom can help the teacher have an idea of the degree of motivation of his learners on each activity.

We can see then that a good classroom organisation can help the teacher and his learners reach unexpected results. In the case of adult learners, it can also help the learners to acquire new positive attitudes which they can even transfer to their working place.
IMPLEMENTATION

My main concern in this chapter will be to look for ways that will enable me not only to implement practically the suggested proposals in chapter four, but also to try to involve the different participants, particularly my colleagues without whom the implementation of this innovation will not be effective.

Therefore, in order to reach these objectives

(i) I will take the two lessons devised in chapter four and teach them.
(ii) I will introduce the technique of video use to my colleagues.
(iii) Using the lessons as demonstration, I will get the colleagues to devise similar lessons.

5.1 Constraints

The use of video in language teaching is well established in the educational system of many industrialized countries.

However, the integration of the same medium in an adult
EFL programme in Senegal, will take the form of an innovation.

Therefore, the innovator should bear in mind, as Kerry (1985) points out, that some unexpected barriers for change will certainly arise. The paradox is that, as far as innovation is concerned, those whose attitudes constitute real barriers are generally those who should spontaneously involve themselves in its realization.

But such negative attitudes to innovation are not very often deliberate. In order to respond fully to the innovator's expectation, the participants need to be provided with clear information as to the relevance of the new idea.

Since my center on the one hand is a satellite of the British Senegalese Institute, and on the other hand is expected to be self-sufficient and self-dependent, the implementation of the innovation will necessitate the participation of different groups of participants.

5.1.1 The innovator's attitude

White (1988) observes that it is practically impossible
to find correct or easy answers as to how change should be implemented.

In addition to this lack of models, education in Senegal is not rich in examples where individual teachers take the responsibility to initiate changes.

Nevertheless White (ibid.) points out the existence of some strategies the innovator could follow once he/she is involved in the management of change.

This project being teacher-initiated, will not require a power-coercive strategy. Instead, empirical-rational strategies which engage the innovator in discussing with the different participants seem to be the most appropriate.

Kennedy (1987) referring to the same strategies states that because there is a belief that people are rational beings, they are likely to adopt the new idea once evidence is given to them that it will affect them positively.
5.2 Introducing the innovation

White (1988) has this to say: 'Innovations do not occur in isolation; they take place in a context'. The writer goes on to add that 'Schools, as organizations, constitute the major context in which innovations will be installed'.

Therefore, if I want the innovation to be adopted by my colleagues, I will first set up in-service meetings where matters related to the teaching/learning process of the centre will be discussed. Consequently I will take advantage of these meetings to talk about the benefits of video in the language programme, and its applications in the classroom. This procedure will help the colleagues to go beyond their roles as mere technicians. I will be allowing them to be critical in their teaching with video.

5.2.1 Planning a video lesson

Now that my colleagues have got an idea of what video could add to the learning process, together we will plan a video lesson where the objective will be to revise some features of the language programme - structures or functions. Once this is done, I will be the first to present the lesson, observed by the colleagues. After
the lesson we will meet the next day to discuss.

5.2.2 Getting the colleagues involved

During the following in-service meeting, we will prepare another video lesson, which will be presented by a colleague. After the video plan, in order to build confidence in this colleague, the lesson can be presented first as a micro-teaching lesson. This procedure will help the colleague to get familiarized with the different components of the machine. After the presentation of the lesson, there will be a follow up.

5.2.3 The learners' attitudes

The learners too should be involved not only as students but also as participants. Some of them are decision-makers inside the company. Once they become convinced of the advantages of being taught by video, they can influence the company to buy video materials and to allow us to have more access to the equipment.
5.3 The British Senegalese Institute and its role in the innovation

The British Senegalese Institute can contribute to the implementation of this innovation in many ways.
- Firstly, as long as the centre remain its satellite, it will be providing us with the teaching material.
- Secondly, the seminars organized for the Distance Learning teachers take place there.

Therefore, it will be a good opportunity to inform not only my colleagues involved in the Distance Learning project, but also the staff of the British Senegalese Institute who have video equipment at their disposal. Once the information is given, we will organise workshops where my colleagues will be playing an active role. Each of us will be leading a group to prepare a video plan and present it. In doing so, not only will I be getting help but also I will be spreading the new idea in order to get the innovation implemented in other areas.
EVALUATION

When dealing with the proposal in Chapter Three, I have expressed the desire to encourage my colleagues to devise and use video materials. This explains the reason why they have been involved in the techniques of video use and in the selection of materials. They have also been involved in devising video plans and in teaching them. I would like in this chapter to make some investigations in order to find out how effective their use of video has been.

To do this, I will opt for formative evaluation. Formative evaluation has the advantage to improve the programme while it is still in progress, and as Bown and Okedara (1981) explain, if carried out carefully and with the involvement of the programme staff it can lead to the achievement of the goals set. Therefore, I will devise a questionnaire for the colleagues in which I will focus on

(i) how these colleagues have used video so far and
(ii) how the learners have reacted to the materials they have been exposed to. The information extracted from the questionnaire will be used to remedy any shortcomings and eventually will help to suggest
alternative approaches if necessary.

6.1 Evaluation of the Project

My main concern here is to find out if the piloting staff are moving towards the achievement of the goals set in this project. It is true that the colleagues are already informed about the principles underlying the use of video in the classroom. Therefore, their teaching with the medium could be expected to be effective.

However, when it comes to practice, these participants may have different ways of applying video in their teaching and consequently provide the learners with undesired outcomes.

In order to avoid such pitfalls occurring, and their paralysing the project, it is necessary to adopt some strategies which will enable the colleagues to adjust their use of video towards the project directions. I will then undertake evaluation sessions throughout the life of the project. For example I will have two evaluation sessions during the academic year. The reason being that at the end of each semester, Distant Learning teachers meet at the British Senegalese Institute for a
Since the British Senegalese Institute pay regular visits to the centres, they will be distributing the questionnaire I will devise to all the colleagues involved. During the seminars a discussion related to this questionnaire will be on the agenda.

6.1.1 Evaluating the Colleagues' Use of Video and the Learners Reaction to the Material

If the colleagues are not effective in their use of video, it goes without saying that the teaching/learning process will be affected.

Therefore, the questionnaire will focus on specific and varied aspects of video use.

I would like to know if they have had any difficulty in devising suitable materials, and how they exploit these materials.

Considering the fact that effective teaching results in the interrelationship of the teacher, student and material, I will also be asking questions related to the material exposed to the learners and their reaction to it.
For example, if there is not enough interaction between students, if the teacher provides more help than he should do, the teacher should go back and reconsider these features:

1) the appropriateness of language level of the material,
2) the length and content of this material, and
3) the effectiveness of the learning tasks.

The decision I will take after the exploitation of the questionnaire will depend on the nature of the information revealed by the questionnaire.

If after discussing the questionnaire we realize that things have been successful so far, then we can make a new decision. It will consist in creating a file of suitable video materials which can be related to some textbook units. If the colleagues fail to achieve the objectives, it means that further training and more demonstration lessons will be required.

6.1.2 **Questionnaire**

The purpose of this questionnaire is to get a general
impression of the extent of video use in your classes, and the reaction to it from yourself and the learners. Although individual lessons may vary in the extent of video use, you are asked to give a general response so that an overall impression can be found. Additional comments are welcome.

Questions

SECTION A : EXTENT OF USE.

1. How long have you been using video in lessons?
   ........................................... weeks.

2. How many lessons (approximately) have you used video in?
   ........................................... lessons.

3. How many different video programmes have been used in these lessons?
   ........................................... programmes.

4. Roughly how much of these lessons are devoted to video use and related activities?
   ........................................... minutes.
SECTION B : PREPARATION

5. How easy has it been for you to find suitable video materials?
   Quite easy, quite difficult, very difficult?
   ........................................

6. How much preparation time has been needed to devise a video-based lesson?
   ........................................

SECTION C : LEARNER REACTIONS

7. Do you think your learners like video-based lessons?
   Yes/No

8. Have your learners found the language level of video materials easy/demanding/difficult to comprehend?
   ........................................

9. Has video use resulted in more interaction among your learners?
   Yes/No
SECTION D: EVALUATION OF LEARNING

10. Do you believe that learners have improved
   a) their listening skills? Yes/No
   b) their speaking skills? Yes/No
   c) their cultural knowledge? Yes/No
   d) Other abilities? Yes/No

   Specify  .........................

SECTION E: GENERAL

11. With the addition of video materials to your lessons,
    do you feel able to cover the necessary syllabus/textbook units? Yes/No

12. Do you feel that, on the whole, the introduction has
    been beneficial to your learners and to you, the teacher? Yes/No

SECTION F: FURTHER COMMENT

Any further comment of a general nature will be welcome below:
I have now finished devising the questionnaire, but a questionnaire is never enough to provide us with reliable information no matter how long it might be. There can be a lot of shortcomings in the information received, deriving from different sources:

1) the designer or the evaluation himself may not have the skills required to devise an appropriate questionnaire. The lack of skills can affect the wording of the questions, and therefore generates ambiguity and imprecision. The questions might be well phrased but not listed into order. The layout as well as the appearance if they are not taken into account can reduce the reliability of the information, because they can affect negatively the respondent's attitude.

Another problem the designer of a questionnaire should not ignore is that of the non-respondents.

2. The respondents may not feel really concerned with the questionnaire and fill it in as fast as they can to get rid of it. That is the reason why Bell (1989) explains that the evaluation should consider that the respondents are doing him a favour by completing the questionnaire and in any case should
not expect them to pay for the privilege.

Taking all these shortcomings into account I will have a discussion with the colleagues.

6.1.3 **Discussing the Questionnaire with the Colleagues for further information**

The discussion which will be a follow-up to the questionnaire has nevertheless many advantages. It will enable the colleagues to complete their answers to the questions. I will try to create an enjoyable atmosphere where everyone will feel relaxed. I will also try to make the discussion informal. This will, I hope encourage everyone to give his opinion. I will ask a colleague to take notes of what is being said. The information which will derive from the discussion, added to that of the questionnaire, will be more illuminating. At this stage new decisions can be made for improvements.
BIBLIOGRAPHY A


Ur, P. (1989). *Teaching Listening Comprehension, C.U.P.*


BIBLIOGRAPHY B

Video materials referred to in the text.


APPENDIX I

Script for Video Plan 1

Scene 1

Salesman: Good afternoon, sir.

Man: Hello.

S: Can I interest you in a Maestro?

M: Yes, I think I'm very interested in it.

S: Yes, they're marvellous cars. I think er ... everything you've read in the publicity, and seen in the commercials is probably true.

M: Yes, it seems to be a very spacious car. Very ... a lot of room inside.

S: It is, it's very comfortable, very reliable, very safe, plenty of room, especially if you've a large family.

M: Well, I do. I have er ... two children and a dog. So ...

S: There's plenty of room for them. If you'd like to come round to the back, sir.

M: Yes, let's have a look round there.

S: Very um ... spacious boot, as you can see. Lots of space ...

M: Yes.
S: ... which can be extended by er ... the split
back seat which goes down on either side.
Plenty of room for golf clubs. Would you like
to sit in?
M: Yes, yes, I would.
S: Now it's very comfortable as you can see.
M: Yes, indeed.
S: Very good leg room, very spacious. Um ...
all the seats recline, which is standard to this
model, and um ... there's a car radio which is
also standard to the model. Um ... there's
another feature, sir, which I could show you,
if you'd um ... like to get out for a moment.
M: Yes.

The man gets out of the car and the salesman gets in.

S: Now, if you would go to the front of the car.
This is known as the um ... as the white lens
look. You'll notice that er ... glass there
is white, but if I press the er ... hazard light
here, the lights in fact, er ... flash amber.
S: It's an attractive feature, I think, Sir.
Don't you?
M: Very good. Yes, very, very good.
S: Now, this feature is um ... unique to this
particular model, and it's an attractive feature, I think, sir. Don't you?

M: Yes, I do.

S: Right.

The salesman gets out of the car.

M: Um ... can you tell me something about the fuel consumption?

S: Yes, it's um ... about fifty miles to the gallon on the er ... open road and er ... thirty-four to thirty-six on the urban cycle.

M: Really! Mm.

S: It's very good, really.

M: And can you tell me the price of the car?

S: Yes, it's five thousand eight hundred.

M: Yes, and do you do terms?

S: Yes, we do do terms. We do part exchanges. A good arrangement.

M: Really!

Wife: Darling.

M: Hello.

W: Good afternoon.

S: Good afternoon.

M: This is my wife.

S: How do you do?

M: Darling, I've just seen the car we want. Look,
that little one, there.

M: Yes, I saw that on the way in. It is very nice.

S: Would you like to look at that one, sir?

M: No.

W: Oh, yes. Oh.

M: Well, er ... I did look at it on the way in, actually, and I do know all about it. Thanks, thanks very much.

W: It's perfect darling, it's perfect. It's so smart. I'd love a black car.

M: We can have this one in black.

S: Yes, that's perfectly possible.

W: That one!

S: Would you like to see this car, madam?

W: But it's so big!

M: Well it's ... it's not that big, actually.

W: But you said we wanted a smaller car.

M: Well, this is smaller.

S: Could you excuse me just for a moment, please?

M: Yes, and thank you very, very much.

W: Darling, do come and look at it. It's perfect.

It's easy to park. It's nippy.

M: No, I just want you to look at this, because this is the latest design. It's such a beautiful car.
W: Yes, I know but it hasn't got a sun-roof.
That one's got a sun-roof.

M: No, we can have a sun-roof put in. That's all right.

W: Oh, dear ...
How much is this car?

M: Five thousand, eight hundred.

W: Well, that one's four thousand, nine hundred.
It's a thousand pounds cheaper.

M: Nearly a thousand pounds cheaper. Yes.
APPENDIX II

Script for Video Plan 2

Part I

M: Well I gather your wife is -
J: My wife is Dutch (M: she's Dutch) - and - shall
I tell my story and then you tell yours
M: Yes alright - yes - alright
J: Just very - very briefly - no we - we met at -
at a language school - um inevitably teaching
English to foreigners which is what I'm doing
now
M: Your wife was fluent - in - ...
J: But she was fluent in English yeah - um - unlike
I understand yours was - um - your husband was -
erm - of course - er - language problems didn't
arise because her English was good enough - I
did of course over the - erm - first year or so
learn Dutch - er - to speak it - um
M: Where were you living at this time
J: Oh I was living in London (M: you were living
in - ) - but then of course we went to her
family you see - and - er - there I had to - to
learn some Dutch because the - er - my mother-
in-law new a little English - a very little - and the rest of the family knew practically nothing -

M: Otherwise you'd be left out

J: I - well I was left out and the - the funny that used to happen - we were sitting round the table and - er (LAUGH) - my wife would turn round she'd say something to me and the conversation was - really buzzing you see - and she'd say about - I don't know - a couple of paragraphs in Dutch and I - I just looked at her (LAUGH) she had forgotten which language -

M: J: I don't kn - she'd forgotten - yes - and I just - erm - I just let it go just for fun and then I laughed at her (LAUGH) - and finally said "oh oh oh - yes of course" - and she came back into English.

Part II

M: Well my husband could speak no English whatsoever - he decided to try living in Scotland - er - for two years to see how i - it'd go - um - he I spoke fluent Italian so we
conversed all the time in Italian - I tried to
s - teach him English but - er - very - er -
characteristic of Italians just to say 'oh I'll
learn in time I can't be bothered' - and he only
learned essential words like 'ashtray',
'cigarette', 'please', 'thank you' and all the
rest (LAUGHTER) - and then - .

J: You're not a teacher or anything like that.
M: I am a teacher.
J: Oh you are a teacher - oh - oh well.

M: Yes - but - ah but oh no he - he would have
nothing to do with it at all - then when he went
to his first job he discovered that he couldn't
converse with other people in employment -
through mime language and a kindly soul- he got
help from other people- erm- he was a garage
mechanic at the time and he had job cards to
fill in so somebody filled it in for him but
being a practical ... could see that he was -
er - efficient at his job - and so he managed
to survive there - erm - but the problems arose
with my family - my mother would shout - at
Romolo - AH (LAUGHTER) - assuming that because
he couldn't understand he was therefore deaf and
- then other people often - er - spoke to me -
it was like that programme on Sunday "Does Take Sugar" - you know it was assumed that he was mentally subnormal (J: - mentally subnormal) as well (J: - that - that is extraordinary isn't it because) and oh does he like Scotland - er - what does he think of the weather (LAUGHTER) - and I would say "well ask him - just speak slowly".