

VIDEO, LANGUAGE TEACHING AND THE LANGUAGE TEACHER

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Introduction

The use of video and videotape after 1975, as a resource of audio-visual element, has been a methodological innovation to language teaching area. Using video in class has become very popular in many schools since it is a flexible language teaching instrument, presenting authentic and real-life or mostly near-real-life language data, illustrating language use in a variety and paralinguistic aspect of communication. In addition video brings in a change from the routine of teacher and textbook" (Barry Tomalin, 1986: 1). The increasing interest in the use of video in language teaching has produced not only positive but also negative reactions among the language teachers and language teaching experts. In this study, numerous benefits of video using in language teaching will be shown as a revolution and innovation in language teaching methodology, and at the same time the possible dangers and damages created by video in foreign language teaching will be discussed in details.

Some features of Video

A video and its cassette can be considered as an immense amount of audio-visual information stock since they offer visual and audio clues to meaning. As a method of foreign language teaching material presentation, it brings in the most near-realistic representation and illustration of real life into the classroom. Of course, the use of video depends on student interest and student level, the intensity and duration of courses to be taught. In addition to the audial element, the visual element of video in language teaching and communication has proven great value, and therefore it has been satisfactorily fulfilling such a vital need in language teaching. It can greatly contribute to the development of professional, social, and communicative competence of language learners. The fact is that video can easily move the students from the observer-learner role towards the native speaker/participant role. Thus, it

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enables the students to perceive and master the visual signs intrinsic to the authentic communication task.

The role of the visual element

Needless to say, video text is a synthesis of sound and vision. "Video has a psychological effect which is distinct from any other projected media" (James Heaten, 1989: 45). It is a fact that the visual element helps to the formation of students' self-confidence, familiarity with the physical, psycho-social aspect of a foreign language environment since it presents the slices of real-life situations in class atmosphere. The visual content compensates for the learner's deficiencies in language code and sensitivise them to what they learn since it has the potential of bringing into classroom a wide range of objects, places, concepts, and culture-specific knowledge. By seeing the authentic material in an authentic setting, the students easily contextualise the items to be learnt, and this very fact removes the intrinsic difficulties of a foreign language to some extent. It may even be stated that video can reduce the negative interferences of the mother tongue to a degree, since when contextualisation comes in the negative transfers from the mother tongue will naturally subside. Thus, video motivates and sensitivizes the students, takes in the real-life situations into the classroom, contextualises the items of the syllabus, and enables the students to practice the foreign language consciously in a controlled environment, and this helps the comprehension, and the retention of the lessons, and enhances the language interaction into a better communication.

Features of visual element

Using video in class is actually a medium which joins the interrelations between the aural and visual channels of communication. To judge to what extent the visual element affects communication in general and in language teaching in particular, an analysis of the components of the visual element is needed:

The components of the visual element

In such speech situations like telephone conversations and radio broadcasts, the aural element may fall short to convey the message. For example, explaining the directions on the phone is much harder, people still make gestures when speaking on the phone although they cannot be seen. Then, body language inevitably accompanies the aural message. Body language is full of non-verbal communication in which rhythmic body movements, head nods, gestures, intonation, posture, and facial expressions take place, and all of these are culture specific, and which affect the intended message and are directly related with the structure of the message. It is obvious that body language if not known by the learner will cause problems.

The visual element is very effective and informative because it exhibits a physical setting in which the background, situation, and participants take place, in the interaction of which meaningful language usage shows up.

1. The background represent the place where the incident takes place; people's clothes and the atmosphere of the setting exert informative details over the intended language items to be taught.

2. Situation: This is the viewer's interpretation of what is happening, why is it happening, which lead the viewers to the interpretation of the relationship and interaction of participants. Thus, a student can realise in what kind of a situation a fellow student is addressed formally or informally.

3. Participants: The people in the physical setting acting as classmates, work colleagues, businessmen, shop attendant, and the like. The status, age, profession, personality, and sex of the participants lead to the understanding of the interaction.

The visual element of video viewing also exposes some paralinguistic elements, which are proxemics, posture, gesture, facial expressions, and eye contact.

A. Proxemics, is the distance of the persons or objects to each other in the setting, i.e., people sitting next to each other or facing each other. Proxemics also varies across cultures.. That is, it embodies the "social norms within each culture. Such norms change from culture to culture, and can cause misunderstanding and misinterpretation, resulting in suspicion and embarrassment on the part of the learner.

B. Posture, is the active or passive attitude of the body of characters to each other during the course of interaction. The general way the whole body is exposed, either sitting or reclining, or standing during the conversation. Posture is often called body language.

C. Gesture is the body language, which mostly causes miscommunication and is created by arm, hand, and body movements. Gestures are also known as paralinguistic features, which certainly form an essential part of communication. They are very idiosyncratic even though different language communities use broadly similar gestures. Deictic gestures are also likely to be similar, but in many cases pure grammar rules mostly fall short to explain their usage. That's why paralinguistic features interfere negatively as cross-culturally oriented problematic cases into foreign language teaching activity. The interpretation of the meanings of gestures is very easy by video, which serves for the widening of the sociolinguistic experience of the student and brings in socio-cultural orientation. It also paves the way for the natural background for the teaching of learned gestures.

D. Facial expression, this represents the changes in the mouth, eye, eyebrows, and muscular tension.

E. Eye contact comprises, gaze, gaze lengths, and gaze directions. "In some cultures eye contact between man and woman is strictly forbidden outside the immediate family" (Margaret Allan, 1986: 66).

These values of visual element join together and act interwovenly and exert a strong pull over the comprehensibility of the communication interaction. "Language learners need to be familiar with the setting, characters, speech intentions and language used before they can successfully role play" (Jack Lonergan, 1983: 77). Using video in the classroom, then, serves for the elimination of many interaction problems, and through the slices of real life situations that they may encounter outside the class. Especially the viewing of the paralinguistic features shapes the speakers' confidence because arm movements facial gestures, and eye contact form an important part of communicative fluency. For example, when one introduces himself to a person by saying 'My name is Jack', he extends his hand toward his friend, who, in turn, while answering this by saying, "Pleased to meet you", they both shake hands.

STEPS USING VIDEO IN CLASS

Before using video in class, the following three stages must be under the control of the language teachers:

1. Previewing: The students are properly informed on what will they see a little moments later, and then necessary instructions are given in accordance with the aim of the lesson.

2. Viewing: The students watch the show embodying the learning items.

3. Postviewing: The students or groups, under the control of the teacher, make the challenge and argue with each other or with other groups. After this the language item (story or like) may be shown again in its totality. Of course, there are other possibilities.

Video can be utilized to develop different skills at different times. A videotape can be stopped, wound forward and backwards, as the teacher and the students needed; the picture on the screen may be frozen, all of which give the teacher over the output of the programme. It must be borne in mind that lack of output control restricts a teacher's pedagogic moves and cannot adjust and adopt his teaching to match learner-reaction to the material presented" (Jane Willis, 1983:53). In a research made by Jane Willis

in 1983 entitled "101 Ways to apply Video" There are interesting observations on teaching four fundamental skills like reading, writing, speaking, and listening.

Using video in teaching reading

Video can help to increase reading speed and to develop better **skimming** and **scanning** abilities for information. "Mechanical reading skills may be trained by using video... Many non-native speakers have difficulty in hand manipulation and left-to right eye movement in the early stages of reading and writing" (Chris Kennedy, 1983: 97). The application of video to reading skills is unfortunately limited. "Video is occasionally used as a stimulus to practising reading and writing skills, but it is not thought to be particularly useful in these areas" (Francis Macknight, 1983: 8).

The kids may be made to listen to short stories, poems, speeches or lectures read by native speakers, and they are asked to read in the same manner to check the breath-groups, pronunciation and intonation (reading the related text). Thus, learning, developing, and removing pronunciation mistakes can be achieved. According to a research made by Francis Macknight, "11 % of institutions have used extensive reading by video in England" (F. Macknight, 1983: 8).

Using video to teach writing skills

Video is widely used in teaching writing. The following represents the commonest activities:

- A silent video (sound off) sequence may be shown to set up a narrative writing exercise or role play. Silent viewing is an excellent way of arousing interest and provoking thought.
- Elementary composing and comprehending exercises, training the learned to recognise and copy letters, word and structures could also be visually presented.
- Correction of tests and dictation may be achieved.
- Written summary of the context may be taken down.
- Taking formal notes may be utilized.
- Précis and summaries may be made.
- Guided, free, and controlled composition can be achieved.
- Reports, criticism, and reviews can be prepared.
- Creative writing may be developed. In 1983, "25 % of English institutions have applied teaching writing" by video in England (F. Macknight, 1983: 8).

Using video to teach listening

Listening comprehension can be developed by making the students watch the related programmes. This is widely applied in ESP studies. Video literally provides the complete picture, and therefore listening can be reinforced by watching comprehension. Teaching and developing pronunciation can also be achieved, and many pronunciation mistakes can be cured.

According to Francis Macknight, "in terms of skills video is used most to develop the listening skill in isolation, often more as the means of giving a more complete idea of language in action in the framework of a complete situation" (F. Macknight, 1983: 8). In his article titled "Video and English Language Teaching in Britain", he states that extensive listening by video was in 75% of the institutions of England while intensive listening was of 73 %. Viewing interesting stories is good for the development and the mastery of the gist of listening.

Using video to teach speaking

Since video recording is able to present real life or life-like situations in which the individuals interact, it promotes developing oral skills. It also develops social language abilities of ESP students when they encounter such problems inside or outside of the schools. It helps to overcome communication difficulties or breakdowns with fellow students, police, landlords, booking clerks, at lectures, at a doctor's office, or at post office.

– Introduction dialogues, drills, or role plays by video will establish the context, social setting, status, and the role of the characters. So the students get to be more sociable in multi-ethnic classes.

Discussion making may be promoted. Student's "problems in their reluctance or inability to take an active part in discussions, difficulty in opening and closing conversations and changing topic, and not understanding the visual signs of non-verbal communication may be overcome (Chris Kennedy, 1983: 99).

– Current research also indicates that many of the foreign students experience great difficulties in seminars. The wrong use of body language, eye contact, and other paralinguistic problems may be removed by video showing. For example "eye contact is very important in a speech act. During social interaction people look at each other in the eye, repeatedly but for short periods... without eye contact people do not feel that they are fully in communication" (Argyle and Dean, 1972: 301).

– "On-line participation is difficult to achieve especially in the teaching of oral skills since video is limited to presenting aspects of communication" (Chris Kennedy, 1983: 101).

Video was being used in 43 % of the institutions of England in 1983 to promote oral proficiency. The fact is that it presents language learners limitless materials for discussion.

Video, then, is highly functional especially in promoting the oral and communicative fluency by getting the students to talk. It definitely encourages oral fluency through controlled presentation of communicative scenes. It must also be borne in mind that the prosodic features like pitch, rhythm, tempo, and loudness also help to develop better control of word-phrase-clause-sentence intonation.

Video and ESP/ELT

Video is a highly motivating language teaching tool for the language learner in relieving his pains and troubles during the learning process because he constantly suffers from socio-psycholinguistic problems and the mother tongue interference in learning a foreign language. Since it presents real life or near real-life situations, the learner will grasp not only audially but also visually the problematic areas of language use and production.

The creation of a real life situation in a language learning process is very important and this can be beautifully done by video because the representation of the scenes to be taught on TV screen is more advantageous than the conventional explanation of the scenes by words. "It can expose him to live instances of communication rather than the usual simulations which teachers or textbook writers have to resort to" (Chris Kennedy, 1983: 96). The related video sequence will illustrate for the learner the speech acts in which he will have to operate, can show him the instances of successful or unsuccessful interaction, when or why misunderstandings or miscommunications can occur, and how to overcome the breakdowns in communication. Since the teacher has his control over the output, both the teacher and the learner have the opportunity to select and go back to those aspects of real life situations to discuss for further clarification and explanation. Thus, video has created a remarkable advancement in the learner of varying stages of communicative competence in learning a foreign language as a system of communication. In a word, video has enhanced and promoted the ESP and ELT teaching programmes and methodology. To illustrate this point, a research made by Francis Macknight titled "Video and English in Britain" can be cited; on page 7 the following percentages take place:

Functions	% of occurrences
Introduction to topic/stimulus of interest	89
Information on cultural background	75
General language spin off	61
Consolidation of known language	48
Contextualisation of a new language	45
Identification and practice of lang. items	45
Development of professional competence	36
Basis for project work	27
Self analysis of professional task	20
Development of social competence	16
Self analysis of social task	16

Today, teaching foreign languages by video is an integral part of language teaching technology in the world and is widely used by not only private but also government institutions.

Self-learning and improvement by video

Owing to its practicality, video can be employed intracurricularly and extracurricularly since it has the properties of a unique kind of experience. Today there are many video libraries from where videotapes can be borrowed (or purchased) and programmes may be watched by learners in their homes for self study or as a requirement of an institutional course. Advanced learners mostly frequent these libraries.

Advantages of using video in language teaching

1. Video is an audio-visual aid, offering the still or moving pictures with or without accompanying sound. That's why, visual element when joined with the aural feature becomes an advantage and effects communication or intended message in general and language teaching in particular.

2. Video helps to gain first-hand experience of interrelations between aural and visual channels of communication.

3. Video materials can be highly valuable teaching materials just like textbooks, audio tape recordings, and filmstrips.

4. Video is not an expensive medium; its technology is less complex, less expensive, and less fallible than the language lab.

5. It is also used to heighten awareness of non-verbal signals and appropriate behavior to which the students can be easily sensitized. That's why, "its is useful for stimulating the ability to interpret the interaction of receptive and productive skills with a total context, and to act appropriate!" (Francis Macknight, 1983: 8).

Such kinesic features like vocal and non-vocal features, use of modals, intonation, gesture, posture and facial expressions are vividly visualized. Then paralinguistic features, which cannot be explained by grammatical rules, certainly form an essential part of communication. Especially gestures are very idiosyncratic and therefore very much cross-cultural. By means of video, "paralinguistics are best treated as aids to comprehension carry-over from the native language rather taught as aspects of behavior" (Dave Hills, 1983: 27).

6. Language teaching by video has proven great value and can greatly promote to the advancement of professional, social, and communicative competence of students, and through the feedback facility it exhibits an objective approach to language study.

7. Through effective and systematic exploitation of video sequences the students will become very evaluative viewers and be much better equipped to continue learning from video independently in the future.

Precautions for English Teachers

Like any other teaching aids, video is not a perfect teaching tool either. It has its weaknesses, which must be handled and modified for the good of the class when needed by the language teacher. Otherwise, the advantages of teaching by video may be inescapably converted into disadvantages. The following points must be borne in mind by the English teachers:

1. The camera and TV screen viewpoints are narrower and more limited. They do not show all of everything as necessarily needed.

2. The videotape shows only the deliberately pictured shots for the viewer and may miss more of other details. The teacher must add the related details to the scene if necessary or when necessary. Also, when people watch TV they tend to switch off mentally. There is a sit back and relax posture which the teacher using video needs to combat" (Barry Tomalin, 1964: 30).

3. The quality of the sound and the picture must be clear all the way through, otherwise the message itself will be incomprehensible. Then, to be operated effectively, it needs trained teachers and this reminds of teacher training courses in

the mechanics, and especially to make the teachers use video at maximum efficiency there must be a training for the methodology of video, though there is no well-developed video methodology today.

4. The lesson time occupied by video varies considerably, but broad patterns can be identified. With elementary groups the average length of video shown is from 10 to 20 minutes. Short sequences of 5 minutes or less, or more are being reported. With the advanced and intermediate groups the average length is from 20 to 40 minutes. Some 45 minute sequences of video show for advanced students are also quoted. The average length of video sequence "at advanced level occupies half to two thirds of teaching time, half the teaching unit at intermediate level, and approximately a quarter at elementary level" (F. Macknight, 1983: 8-9). Many of the institutions extract shorter sequences from longer originals.

5. If watching of the TV sequence is overdone, "the lesson will turn into a period for watching TV rather than a time for language learning" (J. McGovern, 1983: 58).

6. In domestic context, as in homes, video is mostly watched for the purposes of entertainment and relaxation, and this very fact may exert negative influence to the class activity. Therefore video may convert the students into purely listeners because the visual element can distract the students' attention from observation of language. If it is oversupportively used, the student's response to visual message will weaken and he will ignore the spoken word. Some language teachers have doubts on the question whether or not the visual element is a positive aid to learning, because "you sit back and let it flow over you; no participation is normally required" (James Duke, 1986: 19). A good methodology on video, as we see in Jack Lonergan's book titled **Video in language Teaching** can remove this danger: such communicative techniques like

Sound on	gapped script
(sound off)	prediction
slow motion	jigsaw viewing,
silent viewing	

and so on, will convert the passive video viewing activity into an active one.

7. So, "There is a grave danger of letting the machine master the man-an hour of losing sight for our learning objectives as the video ceases to be a language teaching tool and reverts to 'television, mesmerizing all present encouraging active minds to slip into the passive, uncritical state that cataconic state that is the least conductive,

apart from actually sleeping, to learning" (Jane Willis, 1983: 53). Such a state is known as passive viewing, which is very harmful to the learning process. Such a danger can be removed by preparing viewing guides, too.

8. Video sequences do not necessarily show the real-life situations. The analysis of action on video is profitable, but the students themselves still need to go on practising and do tasks outdoors after having watched the video. "As observers they may gain receptive skills but only as active participants they will gain productive skills. Video is a means to an end, not an end in itself" (J. Willis; 1983: 41).

9. Video facilitates the teaching process through entertainment. There has to be a delicate balance between maintaining the active interest, not going too fast or adequate comprehension and not becoming boring through repetition. To avoid the danger of video taking over the lesson, the staging and presentation of video material requires delicate handling so as to maintain a pedagogic balance between the video component and the teaching unit as a whole.

10. With the help of video camera the students' or teacher trainees' micro-teaching period may be filmed; each student will get a kick out of being on TV screen and will obtain a criticism from an objective eye. There can be some students who may have camera shyness too.

So, a balance between the video materials and teaching aims has to be matched. Only then teaching by video will be a pedagogically oriented teaching process. Thus, video becomes a means of giving the students a language bath in the target language.

CONCLUSION

Language teaching by video, which is relatively a current innovation, has its rightful place in language teaching technology because it exhibits a strong potentiality in teaching and developing different skills at different times. It cannot be said that there is any one medium that is best for teaching a given language skill, but certainly each medium leaves its particular imprint on the learning process. A lesson which utilises a visual medium leaves a visual impression of the situation associated with the language on the minds of the students. Video juxtaposes aural and visual elements of learning together, that is why it is potentially and pedagogically much better in terms of instruction.

Video promotes viewing comprehension by stop/start/rewind forwards and backwards/play, sound on/sound off/. Such a potentiality beautifully contextualizes

the new teaching items and offers a ready context for review of material that had been practised under a careful control" (J. McGovern, 1983: 58).

After achieving the contextualisation through making viewing an activity with a purpose, video visually sensitivises the students to heighten their awareness of non-verbal signal and appropriate behavior." The taped performance can be replayed as many times as the students and the teacher desire, specific problems in grammar, vocabulary, intonation, and gestures can be analyzed and discussed separately. This allows graduated cyclical attention to a number of interrelated features at the same time that students have the distinct advantage of seeing themselves as they really are in context which requires behavior that is different from that typical in the classroom" (Suzan Mocridge-Fon, 1989: 96).

Teaching programmes available on video constitute a tremendous additional teaching and learning aid. It has a power to attract, amuse, and motivate the students to greater levels. The purpose of using video in class is to teach and to entertain." It enhances the student motivation, by varying the classroom activity, "pushing back the walls of classroom and shifts the forces of the lesson to the outside world" (J. McGovern, 1983: 58). Thus it can reinforce the teaching process without boring the students.

Video makes the teacher's job easier, and it should not be regarded as a substitute for the teacher. A normal learning situation is mostly a learner-centered but teacher-directed operation. In other words, "the teacher may occupy a role' whether as a didact, guide, facilitator or animateur, (that is) not an attempt to put teachers on a needless pedestal" (J. Lonergan, 1983: 73). So video cannot replace the teacher and it is not 1980's equivalent of the language lab.

Video technology is still developing, but there are few well-prepared video programme since there is poorly developed video methodology (see the available language teaching programmes by video, adapted from Barry Tomalin, 1986, at the end of this essay). In this respect, BBC English has some good programmes, such as *On We go*, *People You Meet*, *The Bellcrest Story* (for Business students), and BBC Open University. In addition, German TV authorities have prepared training materials for teachers, a multi-media-course named *Follow Me*. In Turkey, Eskişehir Anadolu University has a limited number of such series. Turkish TRT has a few of these, too.

For teacher training, video and video camera may be of great value. Many of the student's activities like performance in oral tests, role plays, teaching periods can be videoed to be used as an objective eye and as a feedback in Teacher Training Courses.

In sum, video may bring in objectivity, may remove socio-cultural, socio-psycholinguistic problems involved in language teaching, removes negative interferences of the mother tongue, and can potentially develop a wide range of linguistic and semilinguistic skills. It beautifully develops the communicative competence of the language learners, removes sociocultural disorientation since it teaches more than language, that is, it also teaches social life and culture. At the advanced level of language teaching, "video can be the provider of real world experience" (M. Allan, 1986: 74). Finally, it may also provide the promotion of educational justice and opportunity. The connection between video and a computer will facilitate the language teaching activity in the future.

Index of organisations and courses

(Adapted from Barry Tomalin, pp. 111 - 114.

At Home in Britain BBC English by Television	Video, audio and print course for teenagers intending to visit Britain.
BBC English by Radio and Television, Post Box 76, Bush House, Aldwych, London WC2	Producer of Radio, and television courses for teaching English, also video, audio and print materials. Radio programmes available free to overseas networks. Backup magazine, BBC English, published bi-monthly. Video and radio training on summer school. Six monthly radio schedules and catalogues available free.
BBC External Services (address as BBC English by Radio above.)	Broadcasts programmes in English and in foreign languages, including, English teaching programmes in the learner's mother tongue.
BBC World Service, (address as above)	Hourly news broadcasts in English and all-English news and features, output twenty four hours worldwide.
Bid For Power BBC English by Television	English for industry and commerce intermediate level video with audio and print backup. Also available as TV series. Interactive video-disc component available.
Brighton Polytechnic, The Language Centre, Falmer, Sussex	Under Dr Brian Hill, one of the foremost organisations assessing and training in the use of video in class. Developed an interactive videodisc for Bid For Power (see above). British Council summer school video centre.

The British Council,
10 Spring Gardens,
London SW1

Reporters
BBC English by Television

Schools TV,
BBC Villiers House,
The Broadway,
Ealing W5

Schools Radio
BBC Broadcasting House

Speak Easy
BBC English by Television

Sports Roundup
BBC World Service

Study Tapes
BBC Kensington House,
Shepherds Bush.
London W 1

Television English,
BBC English by Television/
British Council

Thames Television
International,
184 Tottenham Court Road,
London W1

Video English
Macmillan Publishers

Developers of video (Video English, and Television English) and teacher trainers and advisers. The Council run and advise on courses in both how to use and how to make educational technology. Details from regional offices overseas or from London.

Intermediate general English video for 12-14 year olds. Print backup.

Produces schools programmes for UK schools which can be recorded off air and used in class by recognised schools and colleges.

The Radio equivalent of BBC Schools TV.

A series of mime sketches on video with print and audio backup, available both in UK and US English versions. Since it is mime, the course can be used at all levels and in teaching languages other than English. Books designed for intermediate level work. US print version by Longman Inc.

BBC World Service sports programme.

BBC radio programmes of an academic (strongly scientific) bias transferred to audiocassette and available for sale. Catalogues available.

Authentic BBC domestic TV extracts specially selected for learning English with full print backup. Advanced level.

Markets domestic Thames Television programmes on videocassette with some print backup for language training overseas. Catalogues and details of overseas agents available.

Video course with print backup (New Dimensions) containing short extracts for teaching functional English at elementary, intermediate and advanced levels.

Voice of America
co USIA,
400 C Street SW,
Washington DC, 20547
USA.

United States Overseas Broadcasting network. Wide range of programmes, including the news in simplified English. Schedules from VOA or local US Embassy. American English institutional courses (Longman) available, also bi-lingual editions in some countries. TV and radio series available for overseas networks, including a special version for Islamic countries. Examinations and computer software backup available. (Details from BBC)

Let's Watch
Filmscan

Elementary and intermediate video with print backup developed by Reading University.

London Calling
BBC External Services

The monthly programme schedule of the BBC external services available on subscription. A year's free subscription is offered to teachers. Free copy and subscription form available on request.

Macmillan Publishers
Houndmills,
Basingstoke,
Hants.

Publishers of Video English, elementary, intermediate and advanced videos for general English with print backup. Also Play and Say video for 4-6 years old with print backup.

Off-stage
Heinemann Educational,
22 Bedford Square,
London WC1

Video with print backup derived from popular sketches performed by members of the English Teaching Theatre. Scripts and audio tapes are available in two courses, Off-stage and Further Off-stage.

Pedagogical Pop
BBC English by Radio

Radio series in all-English and bi-lingual format teaching the words of pop songs (intermediate level).

Play and Say
Macmillan Publishers

Video for very young children with print backup.

Person to Person
BBC English by Television

General English video with print and audio backup at intermediate level.

BBC Publications
BBC Broadcasting House

Publishes a range of audiocassettes of domestic BBC radio programmes, including Hancock, The Goons, etc. Catalogues available.

Radio 3
BBC Broadcasting House

BBC domestic broadcasting network-mainly classical music but hourly news broadcasts and summaries accessible to intermediate learners.

<p>Continuing Education TV, BBC Villiers House, The Broadway, London W52PA</p>	<p>Produce educational programmes for adults within UK. Under certain conditions within UK, programmes can be recorded off air and used in recognised schools and colleges. Details from BBC Continuing Education.</p>
<p>Continuing Education Radio, BBC, Broadcasting House, Portland Place, London W1</p>	<p>The radio equivalent of Continuing Education TV. Facilities as above.</p>
<p>Double Trouble Filmscan</p>	<p>Video with print backup for 15-16 year olds.</p>
<p>Enterprises BBC Woodlands, Wood Lane, London W12</p>	<p>The organisation of the BBC which sells programmes made for the domestic market for use by overseas networks. Also sells domestic programmes on video.</p>
<p>ETT Video Heinemann Educational, 22 Bedford Square, London WC1</p>	<p>Six theatre sketches at intermediate level by the English Teaching Theatre. The scripts are available in Further Off-stage from the same publisher. Backup activities for using the video are available.</p>
<p>Family Affair Longman Group, Burnt Mill, Harlow, Essex</p>	<p>Video with print backup for general English at intermediate level. Written by Brian Abbs and Ingrid Freebairn to complement Building Strategies, it can also be used on its own.</p>
<p>Filmscan Cheltonian House, Portsmouth Road, Esher, Surrey, KT109AA</p>	<p>Formerly a division of Nelson but now an independent company. They publish a wide range of video courses with audio and print backup.</p>
<p>Financial World Today</p>	<p>BBC World Service programme with news and features on UK and international business and finance.</p>
<p>Flight 505 BBC English by Television</p>	<p>Interactive videodisc project made for Japan on the Sony system. A self-access course at elementary level using American English.</p>
<p>Follow Me BBC English by Television</p>	<p>Video course with audio and print backup, taking learners from beginner to Threshold (intermediate) level. Self-access and.</p>

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