



T E S O L

F R A N C E

TEACHERS OF ENGLISH
TO SPEAKERS OF
OTHER LANGUAGES

the

JOURNAL

ON VIDEO

Guest
Editor:
Richard
Cooper

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O n V i d e o

Edited by Richard Cooper

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Editorial

Jacqueline Quéniart, President

From video to the Internet

For the past twenty years teachers of English in France have introduced images in their classrooms — pictures, illustrations, cartoons, video — to make their teaching more interesting and true to life and to bring some of the visual, colourful and lively atmosphere of English-speaking countries.

We have asked Richard Cooper, one of our former Presidents, who is an expert in the use of video in language teaching, to prepare this collection of articles. Richard has gathered contributions from teachers who all work in this country in various sectors. We hope you will find many stimulating ideas in this varied series of articles with a practical approach.

Some authors focus more particularly on the way to use films or extracts of films to increase the students' emotional as well as intellectual understanding of a narrative and their linguistic ability to share their thoughts and feelings.

The reader is also taken behind the screen to better understand the making of a film and given the flavour of a real production scene.

The pedagogical advances made by teachers using video should have an impact on the future developments of teaching with technology-generated documents. This publication appears at an appropriate moment, since the new French Education Minister has just announced a renewed interest in bringing technology into French schools*. Our feeling is that the use of technology will be of no avail if it is not supported by a significant effort on the part of all teachers to think about their goals and to reconcile pedagogy with technology and the written text (which has always been paramount in this country of *vieille culture*) with images and, from now on, the information age.

It is not by chance that this volume of The Journal on video appears on the occasion of the 1997 TESOL France colloquium on *Taming Technology: Teaching for the Future*. A reasoned as well as an enjoyable use of video in teaching English can be used as a guideline, and can open the path to the infinite resources of CD Roms and the Internet.

*see *Le Monde* October 30, 1997

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Assistant Editor: Sally Bosworth-Gérôme
Design & Layout: Shelton Typographics, Paris (+33) 01 43 67 73 35
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The JOURNAL, TESOL France, Telecom Paris, 46 rue Barrault 75013 Paris.

TESOL France

Télécom Paris, 46 Rue Barrault, 75013 Paris, Tél/Fax (+33) 01 45 81 75 91

TESOL France, an affiliate of TESOL International and of IATEFL, is a non-profit organization of teachers of English in France. Its purposes are to stimulate professional development, to disseminate information about research, books and other materials related to English, and to strengthen instruction and research.

TESOL France organizes various events and a convention each year in Paris. Members receive *The News*, a quarterly newsletter and *The Journal*, the academic journal of the association.

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Introduction

Richard Cooper, Guest Editor

On Video

As this TESOL France journal goes to press, a whole new video technology is straining at the marketplace gates: DVD (Digital Versatile Disc) and DVD-Rom. These compact disc video technologies will likely do to the video cassette what CDs did to vinyl, ie, drive it to obsolescence. Though most diehard jazz collectors swear by the fidelity of the LP album (and pay top dollar for it, too), the demise of the video tape will likely go quietly into the retail good night. Indeed, in the realm of foreign language teaching, video random access should come as a welcome tool to teachers keen on using video. But until worn-off novelty brings the prices down and the norms get sorted out,¹ there will be no reason to chuck the old VCRs out quite yet.

Ten of the articles included here are written by teachers, all of whom residing and teaching in France at the collège, lycée, university or formation continue levels. Their texts are the fruit of research, reflection and experience. The concluding article comes from across the Atlantic and from the other side of the camera's lens, contributed by an actor who has taught drama, but never EFL. With its combined perspectives of classroom and filmmaking expertise, I hope readers will find this collection on video to their liking and of practical use. Changing technology sometimes stirs up a touch of technophobia; and teaching with video is to learn to make use of a machine. But the ideas behind the zapper controls and all the rest should be above all to titillate the imaginations of our students, encouraging meaningful interaction, natural language use and a sense of discovery. In this issue of the TESOL France *Journal*, may discovery and all the rest be the prospect ahead for its readers.

¹ See *Le Monde, Télévision, Radio, Multimédia*, 26-27.10.97, pp 32-33: "...Pour continuer de contrôler les dates de sortie de films sur les écrans puis sur DVD au niveau mondial, les producteurs se sont en effet entendus pour imposer des normes qui empêchent un DVD américain, par exemple, d'être lu sur un lecteur européen, et réciproquement. Le monde a ainsi été divisé en six zones, l'Europe et le Japon appartenant à la même."