A CROSS-SECTION OF PERSPECTIVES ON VIDEO IN LANGUAGE TEACHING

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In July, 1988, PICS (The Project for International Communication Studies at the University of Iowa) and Middlebury College jointly hosted the PICS Conference on Video in Language Teaching in Middlebury, Vermont. Co-sponsors of the five-day event were: the Annenberg/CPB Project, the Goethe Institute, the U.S. Department of Education, and the French Cultural Services. With over thirty formal presentations and nearly two hundred attendees, this conference constituted a major contribution to the burgeoning discussion on ways to integrate video technology into the curriculum. An international perspective was provided by several guests from European countries.

At the time of the conference it was hoped that a large volume of papers could be produced that would capture the theoretical and practical diversity of the conference. This proved difficult for a number of reasons: some presenters believed that their talks were too close to everyday classroom practice to merit formal presentation in the form of an article at the time; other presentations involved such heavy reliance on video media that a printed version would not be comprehensible. Several of the presentations have, in fact, already appeared in print: Pierre Capretz' article, "A Video-Based System for the Teaching of French Language and Culture," appeared in a recent issue of *J.E.T.T.* (vol. 22(2/3): 2-7); Elizabeth G. Joiner reached out to a broader audience with a version of her paper "Choosing and Using Videotexts," published in *Foreign Language Annals* (vol. 23(1): 53-64).

The five articles included in this special issue of the *IALL Journal* represent an excellent cross-section from the wealth of perspectives we experienced at the Middlebury Conference. The five authors have updated and revised their presentations to reflect their current insights about working with video:

• **Rick Altman** moves beyond his book *The Video Connection* to make a foray into the realms of schema theory and discourse analysis as theoretical foundations for work with video in language teaching.

• **Ingrid Berdahl and Karen Willetts** outline helpful steps that can assist the teacher in integrating video into the curriculum: where to find, review, and select video materials; setting instructional objectives and uses for video; and developing or selecting support materials.

• **Ingeborg McCoy** provides the theoretical underpinnings to her very successful Texas project involving high school teachers in the development of carefully sequenced student materials for the German video series *Deutschlandspiegel*.

• **Judith Liskin-Gasparro and Roberto Véguez** deal with the complex task of finding

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appropriate materials for the beginning levels of language instruction and present a cogent rationale for employing a combination of authentic materials and on-campus production that—taken together—closely follow and reinforce the course syllabus.

*   François Marchessou's article surveys some of the often-neglected human factors that must be confronted if we are to experience the full value of video as a teach-ing tool: fear of technology, literacy issues vs. television, students' media awareness, and the role of the teacher.

As guest editors of this issue, we feel these five articles make a lively and substantive contribution to video pedagogy. We also hope that readers of the *IALL Journal* will come forward with their own reflections and accounts of work in this area for a future special issue on video.