

## Alan Pulverness Interview Summary

[02:09] Background to project.

[03:09] AP's experience of using video in language teacher education: primarily for reflection on teaching practice – much more achievable with smaller cameras and smartphones – less intrusive. Not for some time though. Currently on CELTA courses at NILE using ready-made video lessons as well as in-house recordings to fulfil observation requirement.

1 SM: history that you have with video.  
2 AP: yes. so particularly in the context of teacher  
3 education do you mean.  
4 SM: yes yes definitely teacher education rather than  
5 in language teaching.  
6 AP: yes. i think primarily for purposes of reflection  
7 on teaching practice which has become a lot more  
8 achievable with smaller cameras or even  
9 smartphones because theyre so much less  
10 intrusive. although i havent really done that for  
11 quite some time. currently certainly on celta  
12 courses at nile we make use of ready made video  
13 lessons as well as stuff thats been recorded in  
14 house to fulfil the observation requirement.  
15 cambridge have relaxed the regulations on that so  
16 that were able to provide a mix of live  
17 observation and video observation.  
18 SM: oh thats interesting. can you just say what do  
19 you get them to do when they have an observation  
20 task with a video. do they do that individually  
21 or as a group or what.  
22 AP: no as a group. and they have a number of a set of  
23 observation tasks. and we usually play the video  
24 right through and then discuss the questions  
25 afterwards.

[04:49] as a group a set of observation tasks. Play video right through then discuss questions later as a class. Response to practical demands of setting up sufficient hours of observation.

26 SM: so thats kind of in a way happened because its a  
27 convenient way for them not to have to do face to  
28 face observation but has become an interesting  
29 task in itself.  
30 AP: partly its been a response to the practical  
31 demands of being able to set up sufficient number  
32 of hours of live observation. and as were not a  
33 language school and we able to make use of  
34 classes at into at uea insofar as theyre  
35 available and appropriate. but its only when the  
36 celta courses happen to coincide with courses  
37 that nile is running concurrently where there are

38 more opportunities for live observation. but at  
39 times of year when that doesnt happen to be the  
40 case then being able to supplement with video  
41 recordings is a very useful solution. and as i  
42 say fortunately cambridge have relaxed that  
43 requirement to enable us to do that.  
44 SM: so in terms of the procedure you said.

[06:16] SM: replay sections? AP usually just followed by discussion, without going back to particular sections.

[06:49] so for CELTA observations, tend to use short clips to make points about e.g. TTT. AP – absolutely – use Harmer’s *The Practice of English Language Teaching* videos and IH videos packaged so that stretches of video focus on specific classroom techniques. Very practical, very useful, time-saving for trainers.

[08:21] Make use of in-house recorded material as well, but those tend to be whole lessons. When you know the material well, it’s possible to drop in at appropriate points.

[09:05] SM: Do you use video for reflection less than before – because it’s not as useful/other things have come along? AP: just the peculiar pressures of a CELTA regime make it more challenging to include. Pressures of time; more difficult to include this. Still useful – just logistics.

[10:38] Used much more effectively on a series of courses with Algerian school inspectors. Inspector role includes teacher support/guidance. A sequence of four groups provided recordings of lessons and tutor feedback sessions, then the inspectors were recorded doing the same thing with volunteer teaching practice students on CELTA. Practising new approaches to giving feedback – video much more of a learning tool.

45 AP: we provided them with video recordings of lessons  
46 and tutor feedback sessions. and then we recorded  
47 them doing the same thing with some of our  
48 volunteer groups of teaching practice students  
49 from celta courses that were going on at the same  
50 time. and that was a much more integrated and  
51 extensive use of video for practising what for  
52 them were not altogether new skills but perhaps  
53 new approaches to giving feedback. and it was  
54 much more of a learning tool than it tends to be  
55 on celta courses.

56 SM: so what.

57 AP: that was a much more extensive use of video in  
58 that situation.

59 SM: so can you give me an example of what you were  
60 looking at in the video with them because im not  
61 quite sure whether they were doing teaching.

62 AP: no they.

63 SM: or whether they were they sort of practising  
64 giving feedback.  
65 AP: they were practising giving feedback (xxxx).  
66 SM: to a n other.  
67 AP: to one of our tutors whod been teaching the or to  
68 yes to one of our tutors whod been teaching the  
69 lesson. so what we were focusing on was their  
70 skills at giving feedback.

[12:36] They were practising giving feedback to a tutor who had been giving a lesson. Both the tutor's lesson and the Algerian inspector's feedback were recorded. When reviewing the feedback video the lesson recording was available for reference (though not referred to a great deal).

71 SM: so the tutors lesson wasnt necessarily video  
72 recorded. the algerian inspector watched them and  
73 then they you were videoing their feedback and  
74 then maybe commenting on that.  
75 AP: no both were recorded.  
76 SM: both. okay.  
77 AP: both the tutors lesson and the feedback session.  
78 SM: okay. so the algerian school inspector watched  
79 the video.  
80 AP: no watched the live lesson.  
81 SM: okay.  
82 AP: which we also recorded.  
83 SM: so how does the recording of the live lesson feed  
84 into the process.  
85 AP: it was available for reference. so that when we  
86 looked together with the inspectors at the  
87 recording of their feedback session we also had  
88 the recording of the lesson to refer to.  
89 SM: okay. and do you remember was that something you  
90 did you know was that. it sounds a very  
91 interesting sort of dialogic thing between the  
92 process of them giving feedback and the lesson.  
93 are you sort of going backwards and forwards  
94 between the two videos.  
95 AP: not a great deal to be honest. i think what we  
96 mainly focused on was the recording of the  
97 feedback session. and the recording of the lesson  
98 was available for reference if needed.

[14.34] SM: used this combination elsewhere? AP: Used it in a slightly different way, looking at assessment of spoken English, with groups of Austrian and German teachers. SM: Recording student tasks and developing framework for assessment. AP: Process like a standardisation meeting.

[16:00] Primary role not CELTA – AP works on CELTA courses occasionally. Since beginning of 2017 not fulltime at NILE, but still responsible for their online DELTA Modules, working on the Master's course, the Materials Development Module, still a

bit on the Testing Module. Last worked on CELTA in Perm, in the Urals, where provided a series of CELTA and TKT courses for teachers with no formal training beyond their university degree. Use of video accidental – recorded lesson when tutor was ill, rather than giving feedback live; worked well, but not an intentional methodology.

99 AP: it was kind of accidental in a way because one of  
100 the tutors was off sick for part of the course so  
101 we recorded the lessons rather than giving  
102 feedback live. and in fact that worked very well.  
103 but it was forced on us by circumstances rather  
104 than being an intentional methodology.

[18:55] SM: online DELTA – classification of way video is used there? [TalkPoint](#) used on MA and NILE online course, not used really on DELTA. On DELTA used in limited way. [Links](#) on Module 1 to Diane Larsen-Freeman's examples of different methods and on BBC Horizon programme *A Child's Guide to Language*, including clips from Krashen and examples of TPR. Used for lively demonstration and exemplification.

[19.32] SM: Do students record any of their own teaching? AP: No.

[19:55] SM: MA modules – ever use screen capture? [Camtasia](#)? [Jing](#)? Tools for creating content. AP: No. Limited to TalkPoint and video Q and A but Camtasia has been used for recording/editing tutor input. SM: Good that INTO have put money into technological developments. AP: Impulse for that perhaps not entirely from INTO (rather: from NILE). *Discussion of relationship between INTO and NILE*.

[22:16] SM: Anything else that would be interesting to know? AP: Another resource made good use of in the past: VHS with materials written by Diana Lubelska. Not updated from VHS. Large pack including trainer's materials. *[Note from MD: possibly [this](#)?\*]* Great thing about it was that Cambridge had produced video shot with large groups in various parts of the world, rather than small EFL groups. Probably completely out of print – much better idea of the kind of contexts trainees would be likely to find themselves in.

105 SM: uses video and how its useful to teacher  
106 education perhaps that we havent covered.  
107 AP: i mean just as another resource that we have made  
108 quite a lot of use of. there was a cambridge pack  
109 of i think it was vhs at the time. it was  
110 something that diana lubelska wrote the materials  
111 for.

[24:46] AP was also one of the chief examiners for the CEELT exam. – like EAP for teachers. Both speaking and listening components were video based. (VHS) A lot of footage shot in Norwich. Cost of producing that much video for the exam finally put paid to the scheme – too expensive. Now would be easier and cheaper. SM: ethics and permissions likely to make it not so easy. A lot of demand on trainers to go and

find stuff, ready-packaged materials not so much available. Perception that it's all on YouTube, but very hard to find good classroom interaction.

[29:11] Use of video as a teaching tool has been and remains a feature of courses – but not the focus here.

[30:18] Also: online Master's courses and NILE online non-Master's courses also have a number of webinars recorded and available to course participants for reference. Available to anyone unable to attend live event but also can be revisited by those who did attend. SM: Do people revisit? AP: Couldn't honestly say – no evidence. Positive feedback from people attending webinars and non-attendees make use of recordings, but no investigation into whether people revisit.

112 AP: might have mentioned is the fact that our online  
113 masters courses and the nile online non masters  
114 courses also include a number of webinars which  
115 are recorded and available to course participants  
116 for reference. and obviously they can go back.  
117 especially because most of them include  
118 powerpoint presentations they can scroll through  
119 and retrieve particular sequences from the  
120 webinar particular stretches of discussion and so  
121 on.

122 SM: and is your kind of evaluation of that that its  
123 useful. i mean youve got the live event the  
124 synchronous webinar but youve also got that as a  
125 resource later. theyre both.

126 AP: it means that its available to anyone who because  
127 of time differences or other commitments was  
128 unable to attend the live event. but it also  
129 means that those people who did attend it can go  
130 back and retrieve parts of it that perhaps they  
131 need to revisit.

132 SM: and is your sense that people do that on the  
133 course that theres at least a minority of people  
134 who engage with that content.

135 AP: i couldnt honestly say. i dont think weve done  
136 any kind of research on that. i imagine. i really  
137 dont have any evidence. i know they find. the  
138 people who attend the live webinars find them  
139 very useful. we get positive feedback on that. i  
140 dont think weve ever conducted any research as  
141 to. and im sure that the people who missed the  
142 live event make use of the recordings. but i dont  
143 think weve tapped into the degree to which they  
144 might revisit part or all of the recordings.

[32:33] SM: Are these likely to be used as a resource for later courses? AP: Yes, this has been done. Regularly use recording of webinar by Russian teacher dedicated to gamification in Materials Development course.

## VilTE Resource

145 SM: is there a sense that any of those webinars  
146 become a future resource where you know for later  
147 courses where people are directed and say well  
148 you might have a look at that webinar.  
149 AP: thats been done yes.

[33:24} SM: Outside NILE, anyone else to get in touch with? AP: would be interesting to talk to Jeremy (Harmer) about how he put together the videos for *The Practice of English Language Teaching* and *Essential Teacher Knowledge* (for TKT). Reviewed this and was positive about the video material and its availability online. Also recent edition of Jim Scrivener's *Learning Teaching* has very useful video material – standard reference book for CELTA trainees at Nile.

\* Link goes to CUP catalogue, but not the package, which was Lubelska, D. & Matthews, M. *Looking at Language Classrooms* (CUP 1997) out of print, but available on Amazon