

Sarah Grech Interview Summary

[00:12] Has been a teacher educator for about 10 years. Got into it via ELT, so teacher training in preparation for either English language based tests for teachers or teacher training based tests for teachers. The work she now does with teachers at the university is more via applied linguistics, so not now directly involved in pedagogy or methodology.

[01:12] When she was an ELT teacher, avoided using video, as issues with using authentic materials and too much doctoring, too much building around them. Seemed either an easy way out or not focused enough on students' needs, what SG felt the students could get out of them. But that was then.

[02:04] More recently, as a trainer within applied linguistics works with spontaneous speech situations, which she tries to get teachers to analyse. Really useful to have natural speech - can't be simulated. BBC's Hard Talk comes to mind – can look at intonation in debates and confrontational situations, getting potential teachers to focus how they are going to teach and capture that intonation.

[03:27] Uses mostly video for that spoken English analysis– not so much audio. Even in linguistic analysis there is now a focus on multimodality.

[03:57] SM: so course draws attention to visual aspects? SG does not focus on body language herself, but can't be ignored. Lots of her work is on intonation, so there are close links with gesture and emotion.

[04:58] Keeps a bank of video clips she reuses in a folder on her desktop. The university platform would allow for the material to be uploaded, but is a bit clunky, e.g. doesn't allow for large files. University allows unlimited storage on Google Drive, so sometimes uses this, but then would restrict it to her class. Students sometimes have access to do analysis at home, though much of the analysis is done in class, as can't assume linguistic knowledge.

1 SG: in a folder on my desktop.
2 SM: you take your computer when you do the training
3 and you dont tend to put them on a platform or
4 SG: our platform through the university would allow
5 for it but its a bit clunky. it doesnt allow for
6 files beyond a certain size little blips of that
7 sort. at this university we have the luxury of if
8 i remember right its unlimited storage in google
9 drive. we sometimes resort to that but thats
10 SM: is that restricted to your class when
11 SG: yes then i will restrict it to my class. ill have
12 a folder that ill share just with this class.
13 SM: presumably the students sometimes for homework
14 have access to those bits of video through
15 something like google and they can
16 SG: yes thats right.
17 SM: do the analysis at home.
18 SG: we do a fair amount in class just because since i

19 work with teacher education i work a lot in
20 applied linguistics but i cant assume that there
21 is much linguistic knowledge. we tend to work
22 theyre not necessarily coming from a background
23 of linguistic study. i cant assume always
24 knowledge of certain terminology or even certain
25 approaches and intonation can be one of those
26 things which is a little bit difficult to grasp.
27 if im using naturally occurring speech ill try
28 very often to have that analysis happen in class
29 but yes then theyll always have access at some
30 other point.

[07:25] In completely different setting uses video with students on postgraduate courses looking at careers which could deal with speech - interpreting, delivering/writing speeches. There videos will be used as a range of models. The same availability and length as for the phonology work – 6 minutes a favourite length, as more than that notices glassing over in students. Generally between 3-6 minutes, with some exceptions.

31 SM: you talked about as a teacher trainer using video
32 as slices of input for teaching purposes or for
33 analysis purposes. is there anything else that
34 you use video for in your teacher training. im
35 leaving the limerick thing aside for a second.

36 SG: in a completely different setting though i use it
37 with students on postgrad courses specialising in
38 looking at careers which could deal with speech
39 things like interpreting or delivering speeches
40 and writing speeches things like that. then ill
41 use videos almost more for students to have a
42 range of models to work with.

43 SM: so the ranges of models of how to deliver a
44 presentation youre looking at the genre and
45 trying to use those as models.

46 SG: yes very much related to speeches and speech
47 making and interpreting those speeches. it works
48 again that i tend to focus a little bit more on
49 pronunciation because thats my field itll be but
50 itll be broader than what i was describing
51 earlier.

52 SM: and the same kind of length of video same kind of
53 making it available through google.

54 SG: yes. where i tend i think six minutes is a
55 favourite for me. i think when i go beyond six
56 minutes i start seeing students glassing over. i
57 like the short clips.

58 SM: something between three minutes and six minutes
59 or less.

60 SG: it depends what were doing. do i have clips that
61 are less. no would say three to six minutes is
62 about right. today i had a clip which was much
63 longer it was 17 minutes or so. it was a longer
64 speech which i was asking students to condense to

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65 replicate sorry not to replicate to make a new
66 speech out of to summarise and synthesise
67 essentially but to retain a lot of the original
68 language. they had that in advance because to sit
69 in class and watch a video clip for 20 minutes 17
70 minutes whatever for me its a waste of precious
71 time.
72 SM: but thats the exception the kind of (xxxx) video.
73 SG: it will be the exception yes and then theyd have
74 that beforehand and thatll only be with a class
75 that ive established a rapport with and so on.

[10:03] SM: Modus operandi? Depends on the students – if it's the postgraduates who are working on oral language pretty exclusively, then not much preparation re actual clip, as they need to train to go into something like that cold. If working on something like intonation, where it's difficult for students, often will discuss issues re, say, confrontation and hedging to get the language out of the way in order to concentrate on pitch and voice. If the video is short, students will first watch the whole thing with a generic question to get a sense of what they're dealing with. SG will have transcribed the clip and extracted phrases she wants to focus on. Tries to give them a timestamp to know what to look out for.

76 SM: is there any kind of modus operandi in the way
77 that you use say a five-minute clip of video that
78 youre going to use. what do you do before you
79 show that video what do you tend to do after.
80 SG: it depends on the students that im working with.
81 if its just these that i mention now the
82 postgrads who are working pretty exclusively on
83 oral language essentially there wont be much
84 preparation about the actual clip because part of
85 what they do in a professional setting doesnt
86 give them any preparation. they need to train to
87 go into something cold as it were.

[14:58] Doesn't use classroom data, because has never focused on teacher talk. Doesn't do any work on teacher development/CPD.

[15:54] Ages ago in ELT teacher training they would've looked at classroom interaction. What they're doing is not teacher training but applied linguistics – that's where they've taken it for it to be a master's - methodology is assumed.

[16:38] Re Limerick - uses video as a main medium of communication with students. 8 occasions across a module where online tutorials or webinars are synchronous, otherwise material is pre recorded.

89 SG: there i use video as a main source of being able
90 to communicate with students as in thats our
91 medium of communication because its all online
92 work.
93 SM: is it synchronous video or a mixture of.

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94 SG: its a mixture. there are three or four occasions
95 no eight occasions across a module where theyll
96 have online tutorials or webinars and then other
97 materials will be prerecorded.

[17:26] For webinars uses [Adobe Connect](#). Self contained lectures with activities or questions for students to go through in their own time; constitutes an hour's worth of material – including reading and tasks.

98 SM: what do you use for the webinars adobe connect or
99 blackboard collaborate or

100 SG: as far as i remember its adobe connect.

101 SM: you do that eight times you get online and its
102 synchronous and there are people on the other end

103 SG: for tutorials or for

104 SM: and you can see them and they can see you and

105 SG: yes.

106 SM: apart from the adobe connect how do you deal with
107 the videos how do you make them available how do
108 you make them

109 SG: thats on just a regular student learning
110 platform. our moodle i think is what one they
111 use.

112 SM: theyre lectures.

113 SG: yes theyll be lectures from beginning to end.
114 theyll be self-contained lectures complete with
115 enough activities or some engaging questions to
116 get students to think as theyre going through the
117 process but theyll be doing that in their own
118 time and in their own space. the way i

119 SM: the eight hours are synchronous but the rest of
120 it theyre just doing when they want to do it

121 SG: its prerecorded and they do it when they choose.

122 SM: on an individual basis.

123 SG: yes i think there might be a timespan for them
124 not that theyre not available beyond that
125 timeframe but its just that this is the material
126 to cover in week one and the tutorial at the end
127 of it will be related to that you need to have
128 covered those.

129 SM: is there an hour video as the input.

130 SG: theres an hours worth of material. then it might
131 include the odd exploratory exercise or discovery
132 exercise or a short reading to go on to beyond
133 that or a short video clip sometimes within that.

[19:34] Tutorials are also in Adobe Connect. A webinar will be a lecture, with chat if necessary or if SG asks for interaction. Tutorials are more based on study that students will have done with pre recorded lectures; the students are than asked to react (all together – one-on-one in terms of responses).

134 SM: youve got an hour input which includes other
135 tasks and material reading and then you do the
136 tutorial that follows that and theyre all

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137 expected
138 SG: yes and the webinar.
139 SM: and the webinar. the tutorials separate from the
140 webinar.
141 SG: yes thats why its eight. therell be around four
142 webinars and four tutorials one a week each.
143 SM: is the tutorial via skype then.
144 SG: no. im hesitating because i dont always do the
145 tutorials but as far as i remember theyre lists
146 of questions and lists of tasks beforehand and i
147 think its still adobe connect.
148 SM: is it.
149 SG: yes because its chat and talking.
150 SM: on a one-to-one level. no.
151 SG: no theyre all in. the chats visible.
152 SM: i dont understand the difference between the
153 tutorial and the webinar.
154 SG: the webinar will be a lecture where the delivery
155 is from me is from the lecturer and then there
156 are chats if necessary of if i ask for some kind
157 of interaction. the tutorial will be a lot more
158 based on study that they will have done closely
159 related with the class and with the prerecorded
160 lectures where eg theyll have been given a number
161 of tasks or a number of readings and then ill ask
162 them to react to those readings. what did you
163 think about this reading that i gave you and did
164 you try out this task how did you respond did you
165 manage. and theyll come up either with
166 difficulties or clarification. the tutorials will
167 be more to do with one on one yes in terms of
168 responses.
169 SM: but theyre all there.
170 SG: but theyll all be together yes.

[20:58] SM: So three bits: pre-recorded hour, webinars and tutorials. How do you make video for the one-hour thing? SG uses [Articulate](#). Hasn't really exploited it. All sorts of things you can build into it, but a lot of what students get from the lectures can be done in other ways.

171 SM: there are three kinds of bits. theres the
172 prerecorded hour that you do theres the tutorial
173 which is theyre much more in control of the topic
174 and then the webinar is a lecture base but theres
175 some interactivity.
176 SG: yes.
177 SM: how do you make the video for the one-hour thing.
178 what do you use for that.
179 SG: they have a software called articulate which
180 works with powerpoint.
181 SM: you use articulate.
182 SG: a bit.
183 SM: its quite complex isnt it.

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184 SG: yes it is. i havent exploited it i havent really
185 used it to its full potential.
186 SM: did you start there or did you use something else
187 before.
188 SG: no i started there prerecorded.
189 SM: its quite a hefty challenge isnt it articulate to
190 SG: it is. theres a lot in it and my only regret is
191 that i havent been able to exploit it fully
192 because there are all sorts of things that you
193 can build into it.

[22:35] the length of time it takes to record depends on various things, like the subject matter – intonation, for example, takes a lot of time.

[24:33] The university is trying hard to encourage people to do distance learning and webinars. Colleagues are encouraged to use screencapture. Has a colleague who uses video conferencing. There is an ongoing discussion with colleagues around the idea of lecture-capture when they are encouraged away from traditional lecturing and towards teaching. Tend to move more towards live lectures, whether via something like Skype; SG gives a lecture in collaboration with colleague on Skype.

[27:48] Hasn't published anything yet, but should. Hasn't yet focused on video itself.