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**LA THÈSE A ÉTÉ
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**Production and Evaluation
of a Video-Based ESL Instructional Package**

Michael Kelly

A Thesis-Equivalent

in

The Department

of

Education

**Presented in Partial Fulfillment of the Requirements
for the Degree of Master of Arts at
Concordia University
Montréal, Québec, Canada**

March 1986

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ABSTRACT

The Production and Evaluation of a Video-Based ESL Instructional Package

Michael Kelly

The videotape and accompanying student activities which make up the instructional package revolve around a mini-mystery, problem-solving format which is intended to stimulate student interest and to act as a "springboard" in order to promote the development of listening comprehension and oral expression skills in English for second language learners. It is designed to be used as a supplemental resource for high beginner or intermediate level students in any ESL, communicatively-based programme.

Formative feedback, gathered from content experts during the developmental stages of the instructional package, was used in order to assess the pedagogical merits of the proposed instructional design and classroom implementation. This was followed by classroom tryouts which verified that the intended target audience had been accurately identified. An external, summative evaluation was performed by the Ministry of Education of Quebec and the instructional package was recommended for use as complimentary material in their ESL secondary programme. A copy of the videotape and samples of the support materials are available in the university library.

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PART ONE - MEDIA PRESENTATION

INTRODUCTION

Purpose

The purpose of the video and the accompanying student activities is to provide the students with a problem-solving situation which will motivate them and where they will be invited to solve, in the target language, a mini-murder mystery, thereby affording them an opportunity to practice and develop their second language skills, primarily those skills related to listening comprehension and oral expression.

EDUCATIONAL CONTEXT

The Problem

In a communicatively-oriented English as a second language syllabus of the type the Ministry of Education of Quebec (MEQ) is presently using in its secondary school system, students learn to understand and speak the target language in terms of what are known as universal language functions, (MEQ, 1983a, 1984). For example, asking and answering questions; describing people, places, things and events; narrating in the past, present and future time; giving simple or complex explanations; convincing; persuading; expressing an opinion; and hypothesizing are all considered universal functions which exist in any language. The problem is, how does one get students to practice and develop these language functions in a meaningful and integrative manner, as opposed to a restricted, limiting and quite often unitary context (MEQ, 1983a, p. 19)?

Traditionally, the teaching and learning of these functions has been done, for the most part, in isolation. By this I mean that teachers might have the students, working in pairs or small groups, ask and answer simple questions or describe to one another people, places or things, etc. The language functions are frequently dealt with one at a time, using a fairly structured context. However, real-life language exchanges almost never take place at such a unitary and limited level. Therefore, a need exists to provide students with a meaningful context, in the classroom environment, to practice several of the language functions at the same time, thereby approaching what might resemble a normal conversation (Knight, 1975; Candlin, Charles & Willis, 1982).

The media production and accompanying support materials, were designed in order to provide the stimulus which would encourage (motivate) students to make use of a large number of these language functions in an integrative way. The mini-mystery, problem-solving format of the video presentation is intended to gain student interest and serve as a "launch pad" or "springboard" around which a number of second language-oriented activities were designed in such a manner that each student is given an opportunity to practice his/her listening and speaking skills in a challenging and productive way (Knight, 1975).

Target Audience

The media presentation is intended for students of a high beginner or intermediate level of English as a second language proficiency. In more concrete terms the high beginner level might be described as a level of proficiency where students are developing the ability to ask and answer

simple questions; describe people, places, things, and events; and narrate in the past, present, and future time. At the intermediate level, students have consolidated, to a large extent, the proficiencies described for the high beginner students and are developing the ability to: express and support opinions; give simple and detailed explanations; persuade; convince; and hypothesize. These levels correspond to the second language proficiency of students in the Secondary school system of the province of Quebec, i.e., premier and deuxième cycles (MEQ, 1983b, 1984). This, therefore, was the primary target audience. A secondary target audience was identified as those students at the high beginner or intermediate levels of proficiency attending CEGEP and University English as a second language (ESL) courses.

Objectives

In the above, the global educational objectives of the media presentation were stated in the following manner: to provide the students with a meaningful context in which they could practice and develop their listening and speaking skills. It was also indicated that the problem-solving format built into the mini-mystery format would motivate students and serve as a "springboard", thereby affording students the opportunity to practice several of the universal language functions together in a meaningful and integrative manner. At this time I would like to render these global objectives more precise.

The student activities which accompany the video presentation were designed in accordance with a number of communicatively-oriented terminal objectives set down by le Ministère de l'Education du Québec in:

(1) PROGRAMME D'ETUDE
SECONDAIRE
ANGLAIS, LANGUE SECONDE
PREMIER CYCLE
1983b
(p. 17)

(2) DOCUMENT DE TRAVAIL
PROGRAMME D'ETUDE
ANGLAIS, LANGUE SECONDE
SECOND CYCLE SECONDAIRE
VERSION PRELIMINAIRE
JANVIER 1984
(pp. 45 - 53)

For both the premier cycle and deuxième cycles the objectives are broken down into four general categories: (1) Compréhension de l'oral; (2) Compréhension de l'écrit; (3) Production écrite; and (4) Production orale. Each of these four broad categories of objectives has been further broken down into more precise sub-objectives. The student activities which accompany the video presentation have attempted to focus on developing second language proficiencies which are directly related to these sub-objectives.

For the premier cycle, activities were designed in order to help students to develop proficiency with regard to the following sub-objectives:

(1) Compréhension de l'oral (p. 17):

A la fin du premier cycle du secondaire, l'élève sera capable:

1. de démontrer sa compréhension de textes qu'il écoute avec l'intention de s'informer sur des faits relatifs à une personne, à une activité, à une chose, à un lieu;

2. de démontrer sa compréhension de textes qu'il écoute avec l'intention de s'informer sur des gestes à poser;

3. de démontrer sa compréhension de textes qu'il écoute avec l'intention de s'informer sur des intérêts, des attitudes et des sentiments exprimés par d'autres;

4. de démontrer sa compréhension de récits, vrais ou fictifs, qu'il écoute avec l'intention de se distraire et d'en ressortir l'idée principale et les points saillants.

(2) Compréhension de l'écrit (p. 17):

A la fin du premier cycle du secondaire, l'élève sera capable:

5. de démontrer sa compréhension de textes qu'il lit avec l'intention de s'informer sur des faits relatifs à une personne, à une activité, à une chose, à un lieu.

(3) Production écrite (p. 17):

A la fin du premier cycle du secondaire, l'élève sera capable:

9. d'écrire des textes avec l'intention de s'informer ou d'informer quelqu'un sur des faits relatifs à une personne, à une activité, à une chose, à un lieu;

(4) Production orale (p. 17):

A la fin du premier cycle du secondaire, l'élève sera capable:

12. de participer à des conversations avec l'intention d'échanger des renseignements relatifs à une personne, à une activité, à une chose, à un lieu;

14. de participer à des conversations avec l'intention d'échanger sur des intérêts, des attitudes et des sentiments.

For the deuxième cycle, activities were designed in order to help students to develop proficiency with regard to the following sub-objectives:

(1) Compréhension de l'oral:

1.2 l'élève sera capable d'élaborer des hypothèses sur le contenu d'un, texte oral en utilisant le titre, les illustrations, le résumé, les effets sonores, la trame musicale ou d'autres indices pertinents et comparer ses hypothèses avec les faits, les événements, les idées exprimés dans le texte (p. 45);

3. l'élève sera capable de repérer et de comprendre dans un texte complet, un ou plusieurs éléments spécifiques d'information, sans avoir à lire ou à écouter tout le texte (p. 48);

4.3 l'élève sera capable d'utiliser des indices dans le contexte pour découvrir le sens d'éléments inconnus (p. 49);

5. l'élève sera capable d'analyser la valeur communicative d'un texte (p. 50):

pour ce faire, il pourra:

5.2 identifier les principales intentions de communication qui se dégagent de différentes parties du texte;

5.3 distinguer entre certains arguments pour et certains arguments contres utilisés par l'auteur ou par le locuteur;

5.4 distinguer entre certains faits et certaines opinions exprimés par l'auteur ou par le locuteur;

5.5 distinguer entre des énoncés à caractère général et d'autres à caractère particulier utilisés par l'auteur ou par le locuteur.

8. l'élève sera capable de comprendre l'information contenue dans un texte en vue d'accomplir ou de déclencher une action à caractère linguistique ou non-linguistique (p. 53):

pour ce faire, il pourra:

8.1 comprendre un texte afin d'utiliser l'information pour prendre une décision;

8.2 comprendre un texte afin d'utiliser l'information pour transmettre des directives ou fournir des explications;

8.3 comprendre un texte afin de trouver une solution à un problème.

(3) Production écrite (p. 48):

11. l'élève sera capable de répondre à des questions relatives à un ou plusieurs éléments spécifiques d'information contenus dans un texte complet, après avoir repéré ces éléments sans avoir à lire ou à écouter tout le texte.

(4) Production orale:

9. l'élève sera capable d'avancer des hypothèses relatives à une partie ou à l'ensemble d'un texte / et de discuter des ressemblances et des différences entre ses hypothèses, celles de ses compagnons et les faits, les événements, les idées exprimés dans le texte (p. 45);

11. l'élève sera capable de répondre à des questions relatives à un ou plusieurs éléments spécifiques d'information contenus dans un texte complet, après avoir repéré ces éléments sans avoir à lire ou à écouter tout le texte (p. 48);

12.3 l'élève sera capable d'explicitier les indices dans le contexte qui lui ont servi à découvrir le sens d'un élément inconnu (p. 49).

13. l'élève sera capable de s'exprimer sur la valeur communicative d'un texte (p. 50):

pour ce faire, il pourra:

13.1 exprimer l'intention de communication qui se dégage d'un texte et expliciter son opinion en se référant au texte;

13.2 exprimer les principales intentions de communication qui se dégagent de différentes parties du texte et expliciter son opinion en se référant au texte;

13.3 reformuler certains arguments pour ou certains arguments contre utilisés par l'auteur ou par le locuteur et en donner une appréciation;

13.4 reformuler certains faits ou certaines opinions exprimés par l'auteur ou par le locuteur et en donner une appréciation;

13.5 reformuler certains énoncés à caractère général ou d'autres à caractère particulier utilisés par l'auteur ou par le locuteur et en donner une appréciation.

16. l'élève sera capable de transmettre l'information contenue dans un texte en vue d'accomplir ou de déclencher une action à caractère linguistique ou non-linguistique (p. 53):

pour ce faire, il pourra:

16.1 transmettre de l'information afin qu'elle soit utilisée pour prendre une décision;

16.2 transmettre de l'information afin de donner des directives ou de fournir des explications;

16.3 transmettre de l'information afin de trouver une solution à un problème.

Rationale for Media Selection

Video was selected as the basic medium of presentation for the following reasons: 1) the combination of visual and aural stimuli is more effective than either one or the other in isolation; 2) the use of video permits the development of both the receptive and productive skills of second language students; 3) video allows the second language teacher to bring the outside world into the classroom situation; 4) video is a vehicle of non-verbal communication, an essential element in most real life language exchanges; 5) video has been proven to elicit a high level of student interest, thereby providing motivation for students to participate in relevant and meaningful language-oriented activities.

All of the above-mentioned reasons for the selection of video are supported by the available literature pertaining to the use of video in the ESL classroom.

1. The combination of visual and aural stimuli is more effective than either one or the other in isolation.

In an informal study conducted by Sturtridge (1978), her findings indicated that students found video taped materials easier to understand than audio tapes, preferring a bad quality video tape to a good quality audio tape. A similar study conducted by Griffin (1978, p. 46) reports that; "listening comprehension (as tested by worksheets and comprehension questions following the presentations) appeared to be much better when watching a video tape or film than when listening to an audio tape whether or not the visuals supported the narration."

Riley (1979) states that because the visual element is missing in audio tapes, radio broadcast and telephone conversations, the aural element

must be verbally more explicit, thereby making up for the lack of visual cues. Candlin, Charles and Willis (1982, p. 14) point out one of the dangers of relying too much on audio tape; "students get used to more than usually explicit language and find real life interaction very difficult to cope with, being less explicit. Video, of course, does not have this disadvantage because the context is visible and does not have to be described or referred to explicitly." Corder (1973, p. 31) supports the aforementioned when he says that: "We must also be careful to note that radio, gramophone and tape recordings, being solely concerned with the sense of hearing, cannot teach situational meaning. Their powers of contextualisation are limited to sound effects..."

Corder also quotes Aristotle in his case for the use of the visual elements in language teaching: "Nihil in intellectu quod non fuit prius in sensu", which when translated means: there is nothing in knowledge which has not first passed through the senses.

2. The use of video permits the development of both the receptive and productive skills of second language students.

Corder (1973, p. 8) states that: "... language skills can be broadly classified into productive and receptive. This impression is indeed fully borne out by the neurologists, who find that these skills are indeed very largely separate and in certain speech disorders the productive may be totally impaired without the receptive skill being affected."

Candlin, Charles and Willis (1982, p. 113) suggest that video can be used in two basic ways which are related to Corder's statement; "Video can be used for; (1) text-based studies to improve comprehension skills with the student as analyst and observer of language in use (largely receptive

skills) or; (2) related activities to stimulate student language production with the student as an active participant using language stimulated by a task based on the video sequence (receptive and productive)."

In his article on the use of film and video in the second language classroom, Leblanc (1977, p. 35) states that; "The gap between active and passive language skills (i.e., productive and receptive), causing inhibitions on the part of the learner, can be effectively overcome through the use of the visual dimension by exposing him to 'language-in-action' situations."

3. Video allows the second language teacher to bring the outside world into the classroom situation.

In a comprehensive report on video in ESL teaching, Candlin, Charles and Willis (1982, p.12) cite research conducted by MacKnight and Prescott-Thomas which "reveals that teachers like video because they believe that it motivates students, bringing real life into the classroom, contextualising language naturally, 'enabling students to experience language in a controlled environment' (MacKnight, 1981). These beliefs have been borne out by research done into BBC Foreign Language Programmes, (Prescott-Thomas, 1980)"

4. Video is a vehicle of non-verbal communication, an essential element in most real life language exchanges.

"Non-native speakers of any language are likely to rely more heavily on visual clues to support their comprehension than are native speakers, yet few language course books deal more than fleetingly with the

interpretation of visual elements, eg. non-vocal communication and importance of setting." (Candlin, Charles & Willis, 1982, p. 11).

"... in our everyday experience our understanding of what is going on in a situation in which language occurs is derived from the relationship between the language and the other relevant features of the situation. Remove the non-linguistic features of the situation and we no longer fully understand the language; or alternatively remove the language and we no longer fully understand what is going on ..." (Corder, 1973, p. 41).

There are numerous other reports which espouse to the view that video obviously helps students to interpret visual clues effectively, thereby increasing comprehension; (Knight, 1975; Leblanc, 1977; Casler, 1980).

5. Video has been proven to elicit a high level of student interest, thereby providing motivation for students to participate in relevant and meaningful language-oriented activities.

All of the articles referred to above, including (Cremer & Strutt, 1979; McCreesh, 1980) attest to the motivational value of video in the ESL classroom, because of the variety, interest and real life that video can make available to the students within the confines of a closed and linguistically limited environment. It must be noted that not any video could be brought into the classroom and be expected to gain student interest and to motivate them to participate in relevant language-oriented activities. The videos that one chooses to use must have some interest value for the linguistic level and age of the target audience.

Content and Form of Presentation

The video tape consists of four mini-mysteries. Each mini-mystery constitutes a unit of study and practice. The accompanying Teacher's Guide provides directions to the teacher as to how each mini-mystery might be effectively exploited.

The series of four mini-mysteries is entitled **THE ADVENTURES OF INSPECTOR KNOWITALL**. Each mini-mystery deals with a murder case and the students are invited to help the main character, Inspector Knowitall, to solve the case.

A mini-mystery story-line has been chosen for two reasons. First of all, mystery stories have universal appeal. Sir Arthur Conan Doyle, Agatha Christie, George Simenon and other such mystery writers have successfully exploited this format for many years. A number of these authors have had their writings transformed into feature films and television programmes where the audience appeal has been quite high. Secondly, the mini-mystery format lends itself well to segmentation. Clues to the crime can be presented to the students in short segments and subsequently discussed by the students. Jigsaw-viewing activities can be exploited based on information provided by witnesses and suspects. In short, the mini-mystery format has high interest appeal, as well as being a convenient vehicle for exploiting a series of meaningful second language-oriented activities in the ESL classroom.

The content of each mini-mystery is structured in the following manner. It begins with (1) a visually graphic introduction which is intended to attract student attention. This is followed by what is known as (2) an

"information-gap" or "jigsaw-viewing" series of scenes. And the final portion of the video consists of (3) a conclusion.

APPROXIMATE VIEWING TIME FOR EACH SEGMENT:

(1) INTRODUCTION.....1 & 1/2 minutes

(2) JIGSAW-VIEWING.....6 minutes divided by 3

GROUP ONE.....2 minutes

GROUP TWO.....2 minutes

GROUP THREE.....2 minutes

(3) CONCLUSION.....2 minutes

The following is an outline of one of the mini-mystery scenarios:

(1) INTRODUCTION

The video opens with a presentation of the five main characters who appear in the video - Inspector Knowtall; the Director of the Language School; the Assistant Director of the Language School; the Secretary; and the Office Clerk. All characters are shown in on-location work milieux where one might expect to find such people, i.e., the Inspector in his office looking over some files, the Director of the Language School sitting at his desk speaking to someone on the phone, etc. There is a voice-over indicating to the students who these people are. At this point a graphic which indicates the title of the mini-mystery, **A Case of Fatal Indigestion**, appears. This is followed by a scene where a pair of hands, concealed by black gloves, is putting poison in a hamburger. The Inspector is informed by telephone that the Director of the Language School is dead. The Inspector rushes to the scene, carefully looks over the situation and detects a faint odor of poison in the hamburger which is

still fatally clutched in the hands of the the Director of the Language School. The investigation begins.

(2) JIGSAW-VIEWING

A graphic entitled **GROUP ONE** appears on the screen. The Inspector interviews suspect # 1, the Secretary.

A graphic entitled **GROUP TWO** appears on the screen. The Inspector interviews suspect # 2, the Office Clerk.

An other graphic entitled **GROUP THREE** appears on the screen. The Inspector interviews suspect # 3, the Assistant Director of the Language School.

(3) CONCLUSION

A graphic entitled **CONCLUSION** appears on the screen. This is followed by a segment where Inspector Knowitall reveals the guilty person and gives his rationale based on the evidence he has been able to gather during the interviews he has conducted with potential suspects in the case.

In order to effectively exploit the video tape, the following procedure has been recommended for each mini-mystery:

(1) INTRODUCTION

All the students view the introduction, (Table 1, (1) INTRODUCTION, video column). This portion of the video is intended to attract student attention and to orient them to the nature of the case. During this introductory segment the students are required to perform simple tasks such as: complete basic notetaking sheets; answer simple questions about what they see and hear; and participate in a prediction activity, after viewing

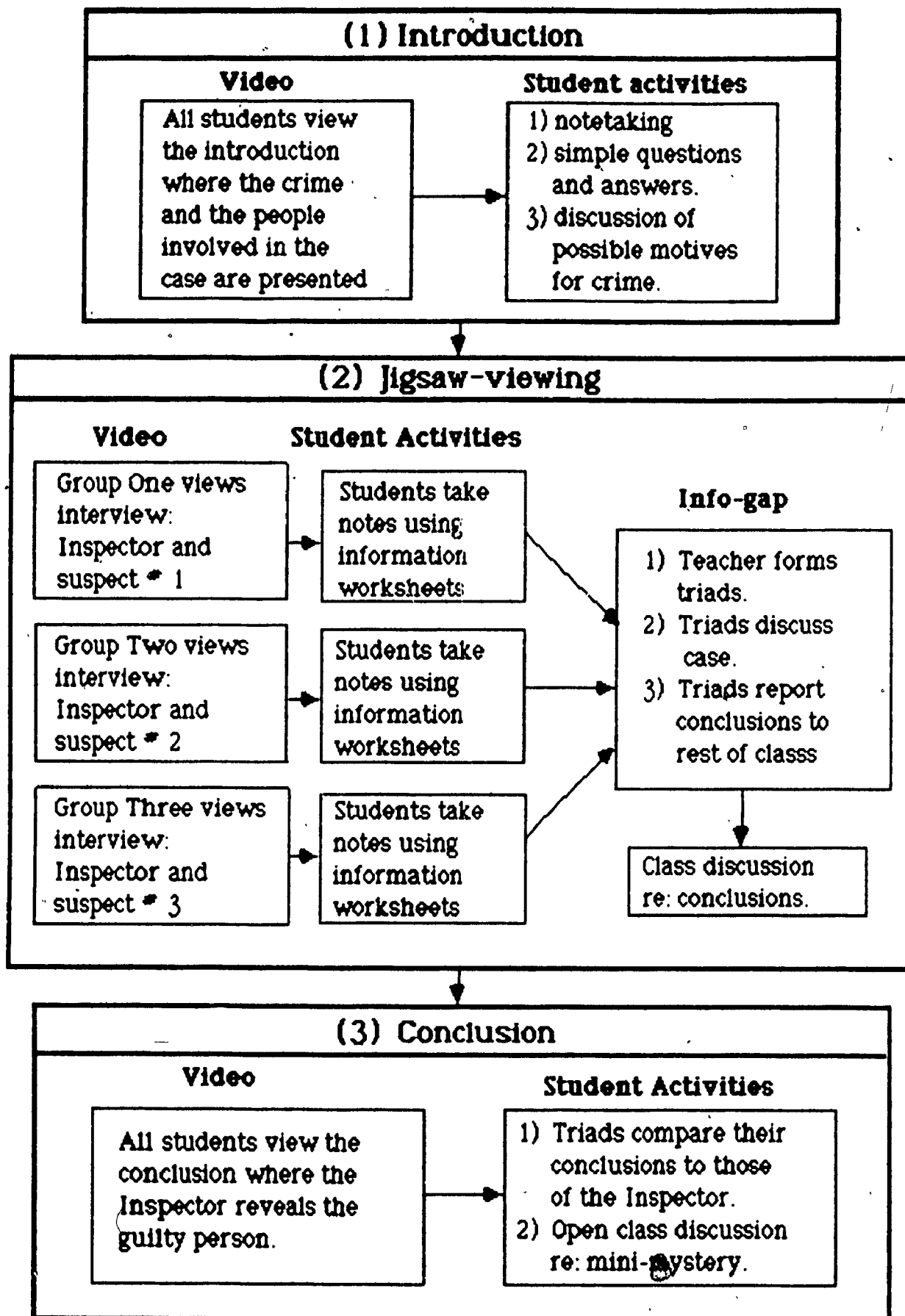


Table 1
Segmentation of each mini-mystery and student activities

the introduction, with regard to possible motives for the crime, (Table 1, (1) INTRODUCTION, student activities column).

The purpose of the introductory segment and the student activities is to warm the students up to the nature of the mini-mystery as well as to allow them to use the language on a relatively simple level, thereby building confidence and preparing them to perform more complex and linguistically demanding language functions later on.

(2) JIGSAW-VIEWING

This portion of the video is divided into three segments, (Table 1, (2) JIGSAW-VIEWING, video column: Inspector interviews suspect #1, suspect #2, and suspect #3) where the Inspector interviews one of three suspects in the case. Graphics were edited into the video at the beginning of each of these segments. The graphics appear as: **GROUP ONE, GROUP TWO** and **GROUP THREE**.

Before the "jigsaw-viewing" takes place the class is divided into 3 groups. For example, if the teacher has a class of 30 students, the class is divided into 3 groups comprised of 10 students per group. Similarly, a class of 12 results in 3 groups of 4 students per group.

Each group sees only one of the "jigsaw-viewing" scenes. The first group sees the portion entitled **GROUP ONE**; the second group sees the portion entitled **GROUP TWO**; and the third group sees the portion entitled **GROUP THREE**. In this way an "information-gap" is created, that is to say each individual student does not have access to all of the information.

He or she only has one-third of all the information presented in the "jigsaw-viewing" sequences.

The question might be raised at this time as to how every student in the class is prevented from gaining access to all of the information if everyone is present in the classroom while each group is viewing its respective portion of the video?

This potential problem is circumvented in the following ways. First of all, each group receives an activity worksheet which helps them to focus on important information which they will see and hear in their portion of the "jigsaw-viewing" segment, (Table 1, (2) JIGSAW-VIEWING, student activities column). There are three different worksheets as the information presented in each of the three scenes is not the same. Secondly, the TV screen is positioned in such a way that only one group can view the screen. For example, if **GROUP ONE** is viewing its portion, **GROUPS TWO** and **THREE** are in an area of the class where they cannot see the screen. These two groups are previewing their worksheets in preparation for the segments that they will see. Once **GROUP ONE** has finished viewing its portion, it moves to an area of the class where it cannot see the TV screen and **GROUP TWO** takes its place in front of the screen. The same procedure is followed by **GROUP THREE**.

It should also be noted, at this time, that if the students in the class possess such a high level of linguistic ability that they can readily understand the audio portion of the video presentation without the aid of worksheets or without seeing the interview directly in front of the TV screen, then obviously these students will not benefit from this type of

"jigsaw-viewing" activity. It will be the task of the teacher to determine whether or not the suggested exploitation recommended above is appropriate for his/her class level, i.e., high beginner or intermediate.

Once all groups have viewed their respective portions, the class is regrouped into teams of 3 or what I refer to as "triads", one student from **GROUP ONE**, another student from **GROUP TWO**, and one from **GROUP THREE**, (Table 1, (2) JIGSAW-VIEWING, Info-gap). Each student in the triad only has one-third of the information presented, he/she does not have enough information to solve the case. However, if the team (triad) pools all of the information that each of the three students has had access to, then the case can be solved.

An "information-gap" has been created. Based on what each student has seen and heard in his/her respective portion of the "jigsaw-viewing" segments the students are prepared to: ask and answer questions; describe people, places, things and events; narrate in the past, present or future time; and express opinions -- all of this obviously in an effort to solve the murder case.

Once all teams (triads) have come to a consensus as to whom they feel the guilty person is, they are called upon to report their findings to the rest of the class, (Table 1, (2) JIGSAW-VIEWING, Info-gap: triads report findings to class). It is expected that not all triads will come to the same conclusion, thereby providing an opportunity for an open forum discussion and more meaningful language exchanges among the students, (Table 1, (2) JIGSAW-VIEWING, Info-gap: class discussion re: conclusions). The scripts for each mini-mystery have been written in such a way that

they cannot be easily solved, at the same time not made so difficult that they will frustrate and discourage the students. This is why it is anticipated that not all triads will arrive at the same conclusion.

If at the end of the open discussion the class cannot arrive at a global consensus, the "jigsaw-viewing" portion of the video can be played in its entirety for all the class to see. This should help the class arrive at a global consensus.

(3) CONCLUSION

Once a consensus has been reached, the concluding segment, where the guilty person is revealed, is played for all class members to see, (Table 1, (3) CONCLUSION, video column). This provides an opportunity for the students to verify whether or not they have been successful in identifying the guilty person. It also provides an opportunity for the students to question the plot, script and clues which led to a resolution of the case, (Table 1, (3) CONCLUSION, student activities column).

Rationale for Production Design

Essentially the video and supporting activities have been designed around an "information-gap" or if you prefer a "jigsaw-viewing" format. This design is in accordance with the kind of support materials that the MEQ (1983b, p. 65) recommends for use in its secondary programme.

Corder (1973, p. 71) states that film or video must serve as a "starting point of a series of learning activities." Knight (1975, p. 83) describes video as a "launching pad" for meaningful language use in the second language classroom.

Candlin, Charles and Willis (1982, p. 113) suggest that "jigsaw-viewing" is a good way of providing the stimulus for student production of the language as a participant in a real interaction rather than as a mere observer. These authors also identify 8 elements which should be found in any good video-based package: 1) Can the video be chunked into segments which can be used for effective language exploitation? 2) Will the topic or theme be of interest to the majority of students? 3) Are the activities meaningful and can they be purposefully exploited in the classroom situation? 4) Can the video provide opportunities that can stimulate students' own language use? 5) Does the language seem natural and resemble everyday, real life speech? 6) Is there variety in the support activities? 7) Is the production quality sufficiently high to be acceptable to the students? 8) Is there a dialogue transcript and some kind of suggested methodology in the video package, as this will cut down on teacher preparation time?

With the exception of element (1) the Ministry of Education of Quebec, (MEQ, 1983a, pp. 19-31) requires all the above-mentioned elements, outlined by Candlin, Charles and Willis, to be incorporated in all instructional documents or packages that are recommended for use in its English as a second language programme at the secondary level.

In accordance with the suggestions made by Candlin, Charles and Willis and in compliance with the requirements established by the MEQ, an attempt was made to incorporate all of the above-mentioned elements into the video-based instructional package.

1. Can the video be chunked into segments which can be used for effective language exploitation?

Each of the four mini-mysteries was chunked into three basic segments, i.e., Introduction, Jigsaw-viewing sequences, and Conclusion. Each of these segments is accompanied by suggested exploitation activities which are directly related to the second language objectives set down by the MEQ (1983b, 1984). Graphics were edited into the "jigsaw-viewing" sequences in order to facilitate teacher control with regard to when to start and stop the video, as well as, to indicate which group of students should be viewing. The teacher's guide also includes cues for when to start and stop the video during the "jigsaw-viewing" sequences and other segments in the video presentation where starting, stopping and reviewing might be appropriate.

2. Will the topic or theme be of interest to the majority of students?

It is anticipated that the mini-mystery format will be successful in gaining the interest of the majority of students. The entire video was shot on location, thereby avoiding the somewhat contrived and relatively staged and static appearance of studio productions (McGovern, 1984). As well, the introductory segment is visually graphic, fast moving and has few long verbal exchanges in order to attract the students' attention, at the same time not be too linguistically demanding, thereby building student confidence and preparing them for more demanding activities later on.

3. Are the activities meaningful and can they be purposefully exploited in the classroom situation?

The activities are based on universal language functions and are related to the objectives set down by the MEQ and should be meaningful and respond to the linguistic needs of second language students.

4. Can the video provide opportunities that can stimulate students' own language use?

The "jigsaw-viewing" or "information-gap" sequences in the video should provide the stimulus which will afford students ample opportunity for making use of their own language.

5. Does the language seem natural and resemble everyday, real life speech?

The dialogue for each mini-mystery was semi-scripted, i.e., actors were informed that certain important information had to be incorporated into their exchanges, however, they were given the freedom to use whatever language that they felt was appropriate and with which they felt comfortable. The resulting transcripts appear to incorporate all of the qualities and features of natural, everyday speech, i.e, false starts, contractions, idiomatic expressions, normal rate of speech, etc.

6. Is there variety in the support activities?

The support activities include notetaking and simple question and answer worksheets, as well as, prediction, discussion/consensus and report/debate activities.

7. Is the production quality sufficiently high to be acceptable to the students?

The video was shot on location using broadcast quality portable equipment. An experienced video technician was on site to aid me during the recording sessions. However, most of the actors were amateurs, with the exception of two who had had some professional experience.

8. Is there a dialogue transcript and some kind of suggested methodology in the video package, as this will cut down on teacher preparation time?

The Teacher's Guide contains a transcript of the dialogue and a suggested methodology for each of the mini-mysteries in order to facilitate, and economise on, teacher preparation time.

Candlin, Charles and Willis (1982, p. 46) state that: "... if we consistently choose an interesting video sequence of a suitable length and complexity, contextualise it well, state our teaching objectives in such a way that our students understand, and we get them to take part in two or three purposeful activities that have real outcomes and give our students a sense of achievement, we shall have come far." This is precisely what the video production and suggested activities were designed to try and accomplish.

PART TWO - PRODUCTION EVALUATION

LITERATURE REVIEW

In order to prepare a review of the relevant literature, a computer search using the ERIC data bank as well as a manual search of the library was performed. Although the literature (Candlin, Charles & Willis, 1982) and (MEQ, 1983b) recommend the development and exploitation of "jigsaw-viewing" or "information-gap" oriented activities for the ESL classroom, there was no relevant information found with regard to how these types of teaching/learning activities might be effectively evaluated. In fact there seems to be very little available literature which deals with the evaluation of any type of ESL video-based instructional package, even though the use of such materials is widespread (Kennedy, 1983).

Candlin, Charles and Willis (1982, p. 137) speak of the "problematical nature of experimentation and evaluation" of video-based, ESL, instructional packages and explain that their experience has shown them that "it is extremely difficult to control the variables for testing purposes, and to find an objective way to analyse degrees of success or failure of a particular method/technique or programme/sequence." They have found that qualitatively-oriented questionnaires provide the most meaningful, if somewhat imperfect, feedback in order to assess the value of video-based instructional packages.

This conclusion seems perfectly rational. As Corder (1973, p. x) points out: "... knowledge of what is sometimes called a 'content subject', such as science, is generally considered to be a body of facts and concepts, while the knowledge of a language is better thought of as a set of skills." Facts

and concepts which can be broken down into fairly small self-contained units presented via video, or for that matter any other medium, lend themselves much more readily to a quantitative form of evaluation, than do skills like listening comprehension and oral expression. These skills develop over a period of time and are dependent on a number of internal and external variables, thereby making a quantitative assessment of the impact of a one-shot, communicatively-oriented, ESL, instructional package extremely difficult to assess.

The only quantitative study found in the relevant literature was reported by Griffin (1978, p. 57) where she reveals the findings of a longitudinal study: "... the instructors at WEC/USF (World English Center, University of San Francisco) have been able to expand our students' linguistic competence in English by allowing them to use all of their perceptive capacity to master both verbal and non-verbal aspects of language use. The students' scores in both the Ilyin Oral Interview (receptive and productive skills) and the Michigan Listening Test (receptive skills) reinforce our conviction that the increased role of the video tape medium in our programme has been beneficial to their language learning process."

At the present time the Public Service Commission (PSC) is using what is known as the Oral Interaction Interview in order to assess the listening comprehension and oral expression skills of public servants across the country (PSC, 1984). In the United States, both the Foreign Service Institute and the Defence Language Institute are using a similar test based on universal language functions (ILR Handbook, 1982). These types of communicatively-based tests are used to determine the communicative competence of candidates after they have finished a

- second language programme. They are not used and cannot be used in a pretest-posttest situation after students have been exposed to an instructional document, no matter what the form of presentation might be.

In both the Department of National Defence (DND) and the PSC second language programmes, student progress is monitored by classroom teachers who assess student performance on a daily basis, providing instruction and practice on a global or individualized level as observation of student performance dictates. This observation is based on 8 years of ESL teaching, testing, curriculum development and administrative duties which I performed in both of these milieux. In other words the classroom teacher is acting as both instructor and language proficiency assessor at all times.

If it can be said that the teacher is constantly playing both of these roles, it can also be said that the second language teacher is continually passing judgement on the effectiveness of instructional packages which are at his or her disposal.

Due to the seeming lack of appropriate objective measures (i.e., pretest-posttest) of evaluating a one-shot, communicatively-based instructional package, it comes as no surprise that qualitative feedback obtained primarily from teachers should be the approach adopted. In fact this is a method of evaluation that is currently suggested and used by many institutions in order to assess the pedagogical merits of video-based materials being presented for potential use in second language institutions (Candlin, Charles & Willis, 1982; McGovern, 1984).

Based on the literature it appears that effective quantitative measures of evaluating a one-shot, communicatively-based, ESL, instructional package do not presently exist. In view of the highly elusive nature of the language behaviors under study, (i.e., listening comprehension and oral expression), a formative and summative evaluation of the instructional package was undertaken, based on teacher and student feedback, as well as, expert opinion (Sabar, 1981; Dick and Carey, 1978; Borich, 1974).

Borich (1974) speaks about the need for formative (developmental) feedback of an instructional document in order to assist programme improvement and to maximize its intended impact. He makes use of the term "usability". "Usability refers to all aspects of a programme (product) that affects its attractiveness and suitability for consumers - students, teachers, administrators, and parents of students" (page 88). He cites teachers and students as being reliable sources of information and recommends a questionnaire format as being an effective means of collecting this type of data.

Dick and Carey (1978) speak of content experts as being appropriate sources of formative feedback: "Reactions of a subject matter specialist are often appropriate. Provide the materials to an acknowledged expert in the area of the materials. It is the responsibility of this person to verify that the content of the module is accurate and current" (page 165). These authors also refer to classroom tryouts as a useful means of determining whether or not the instructional package is suitable for the intended target audience. They indicate that a questionnaire format is an

appropriate means of collecting data from both of the aforementioned groups.

Sabar (1981) also states that: "Data from subject matter experts are mainly helpful at the early phases of the program development, before materials are brought for tryout to the classes. The experts may act as critical judges. They may be asked to examine the materials, to analyse them, and to make comments about their qualities. Their comments will mostly refer to the accuracy and soundness of the materials, to the sequence of activities, to the clarity of presentation and occasionally to the links between the activities and objectives" (page 288).

OBJECTIVES

In view of the current literature relevant to the evaluation of video-based, ESL, instructional packages, and in keeping with the suggested methods of evaluation proposed by Borich, Sabar, and Dick and Carey, a three level evaluation was undertaken (see Table 2).

Level 1 consisted of qualitative feedback, from content experts, which was used in order to determine whether or not any modifications to the instructional package were warranted during the developmental stages.

At this time an operational definition of "content expert" is obviously in order. For the formative part of this study, data gathered from subjects who had a minimum of 5 years experience teaching a second language were considered as content experts. Therefore, decisions as to whether or not any modifications should be made to the instructional package were

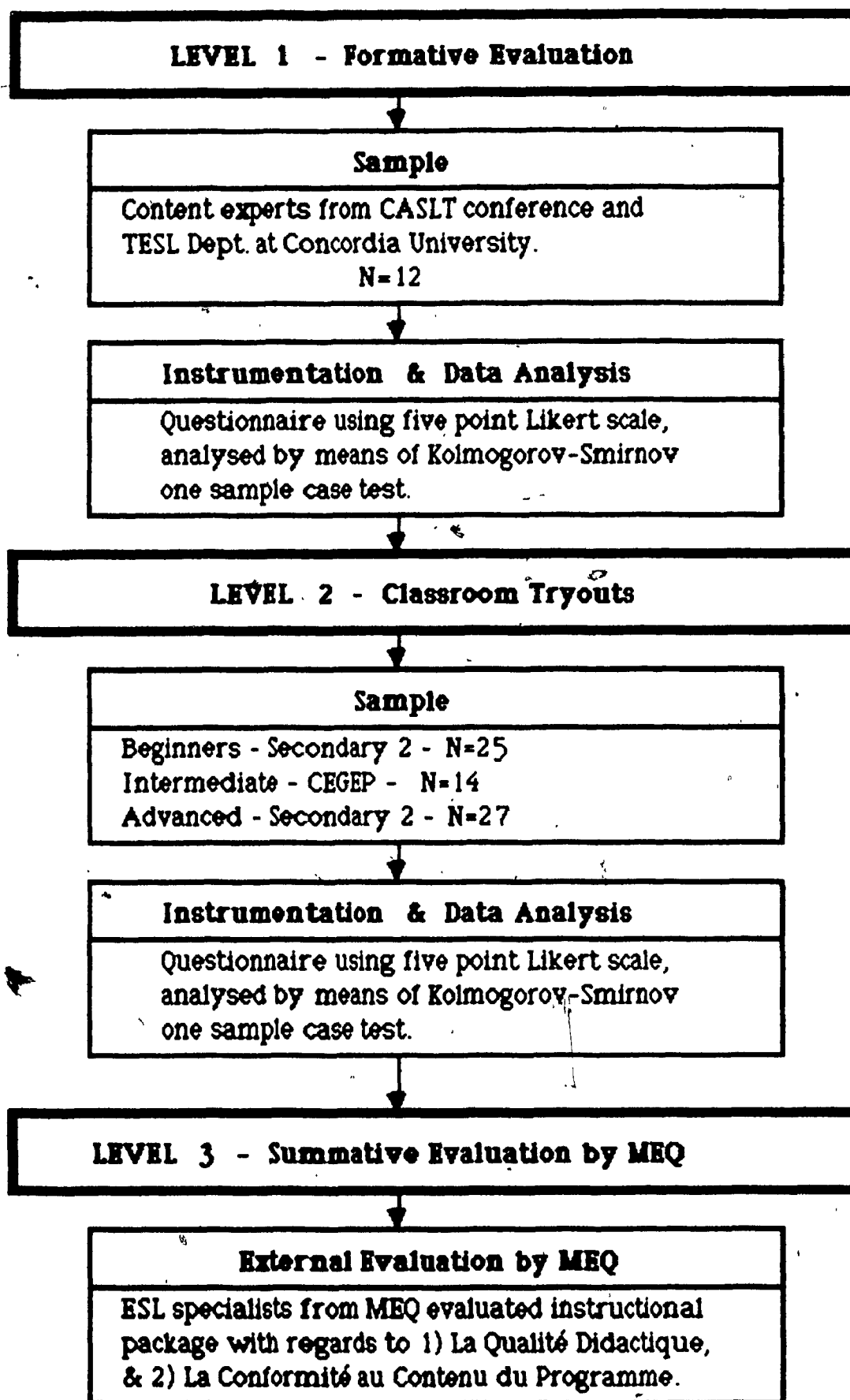


Table 2

Evaluation flowchart for instructional package

based on feedback obtained from subjects who had had 5 years of experience, or more, in the field of second language teaching.

Level 2 consisted of qualitative feedback from second language students, in order to determine whether or not the target audience had been correctly identified, as well as to gather information with regards to how the students responded to the instructional package in general.

Level 3 consisted of a summative evaluation performed by subject matter experts from the MEQ.

One mini-mystery was chosen at random and was used to gather data at Levels 1 and 2.

As the presentation format of the four mini-mysteries is the same, only one of the mini-mystery scenarios was viewed by the content specialists from the MEQ. However, all of the scenarios and accompanying support activities in the Teacher's Guide and Student Activity Workbook were evaluated in detail by the specialists from the MEQ.

PROCEDURE

LEVEL 1 - Formative Evaluation

Instrumentation

A questionnaire (see Appendix A) was used to gather data at this level. The questionnaire provided information with regard to the number of years of second language teaching experience as well as data relevant to the instructional package. A five point Likert scale was used to collect judgemental feedback with regard to: 1) the instructional design of the

video-based package (6 questions); 2) the production quality of the package (3 questions); and 3) whether or not teachers would make use of the instructional package (1 question). A section at the end of the questionnaire was also included for general comments.

Sample

The subjects who provided feedback at this level were those who voluntarily accepted to attend presentations given at the CASLT (Canadian Association of Second Language Teachers) Conference, and a presentation arranged in conjunction with the TESL Dept. at Concordia University. The subjects, (N=12), were comprised of ESL teachers with varied backgrounds; ESL curriculum developers; teacher trainers; ESL programme and curriculum advisors, as well as, students who were studying to prepare themselves as ESL instructors. Twelve questionnaires were rejected at this level as subjects who completed them had less than 5 years of second language teaching experience.

Subjects were asked to participate in a simulation of the suggested exploitation. In other words, subjects were asked to play the role of students in a typical classroom situation. The presentation was performed by an experienced ESL teacher who had been well briefed as to how the video-based instructional package should be exploited. After the presentation, a questionnaire was distributed in order to gather information relevant to their judgements with regards to the pedagogical merits of the instructional package.

Results

Content expert questionnaire items were analysed by means of the one sample case Kolmogorov Smirnov test. This test is a test of goodness of fit and treats individual observations separately, thus, unlike the chi-square test for one sample, need not lose information through the combining of categories when samples are small. For this reason, Siegel suggests that the Kolmogorov-Smirnov test is more discriminating and therefore more powerful than chi-square (Siegel, 1956, pp. 47-52). Refer to Appendix B for a breakdown of frequency responses per questionnaire item and the associated level of significance.

For all questions dealing with the instructional design aspects of the instructional package, the content expert responses were significant, $p < .01$. All subjects felt that the instructional package would be successful in; 1) stimulating student interest (questions 1 and 5); 2) motivating students to participate in small group discussions (questions 2 and 6); and, 3) helping students to develop effective aural comprehension and oral expression skills (questions 3 and 4).

Two of the three questions dealing with production variables (questions 7 and 9) were also significant, $p < .01$. However, question 8 which dealt with the use of predominantly amateur actors was significant at $p < .05$.

The only questionnaire item dealing with general information, question 10, was significant at $p < .01$. This question asked subjects if they would use the instructional package if it were made available to them.

Content expert general comments

1. The software (support materials) will be crucial. Most ESL teachers do not want to have to devise their own material.
- 20 years experience.
2. Thank you, motivation and challenge of communication was natural. - 21 years experience.
3. Super concept, this workshop was an excellent reinforcement of true language learning. - 6 years experience.
4. Some students would not be turned on but would be turned off by mysteries, especially girls. However, most students would love it; the principles are sound. - 23 years experience
5. Interesting. - 10 years experience.
6. Really interesting. I find the fact that the video is "broken down" into segments will maintain interest more than a long video. It also permits use with students at different levels - by adding materials to suit group. - 13 years experience.

Discussion

It should be noted that during the formative stages of development no Teacher's Guide nor Student Activity Workbook had been prepared. A notion of how the video might be effectively exploited, as well as, an outline of appropriate support activities was presented to the content experts. Simple information retrieval, question/answer worksheets and "jig-saw viewing" worksheets, in a rudimentary form, were used in order to see how the content experts would respond to the suggested methodology.

In light of the above results and teacher comments no changes with regard to technical quality were deemed necessary to the videotape. This

kind of positive feedback was anticipated as every precaution (i.e., use of broadcast quality equipment and experienced technical people) was taken to ensure that technical quality would not be a factor in determining the merits of the instructional package. If the content experts had found the production quality of the video presentation unacceptable, it would have been very difficult, if not impossible, to proceed with an evaluation of the pedagogical value of the instructional package as an ESL supplemental resource.

It also appears that the instructional design aspects of the package are considered sound and that they do indeed focus on the development of the second language skills which were being addressed, i.e., listening, comprehension and oral expression. This positive response in conjunction with the fact that the content experts expressed a desire to make use of such an instructional package provided the encouragement and required feedback in order to proceed with the development of the Teacher's Guide and the Student Activity Workbook.

LEVEL 2 - Classroom Tryouts

Objectives

The purpose of this part of the study was to obtain qualitative feedback from students at three different levels of second language proficiency, i.e., beginner, intermediate and advanced. The feedback was used to verify if the instructional document appealed to the intended target audience, i.e., high beginner and intermediate. As well, student feedback was analysed in order to determine how they responded to the instructional package in general.

Procedure

For each of the three groups, the presentation format and implementation of the video-based lesson was carried out as recommended in the Teacher's Guide. At the end of the presentation, the questionnaires were completed by the students. Each lesson took approximately one hour of classroom time.

Instrumentation

A questionnaire which employed 13 questions was used to gather data (see Appendix C - student questionnaire). Data was gathered with regard to: 1) the instructional design of the video-based package (9 questions); 2) the production quality of the video (2 questions); 3) whether or not the students would like to see more video-based materials, which revolve around the mini-mystery format, incorporated into their ESL courses (1 question); and, 4) would students recommend that similar materials be used with other groups of students at the same level of second language proficiency (1 question). Each questionnaire item was measured by means of a five point Likert scale. A section for general comments was included at the end of the questionnaire.

A one sample case Kolmogorov Smirnov test was used in order to analyse student responses to each question (Siegel 1956, pp. 47-52).

Beginner Level

Sample

The teacher who implemented the video-based lesson described the class in the following terms:

These questionnaires were answered by a group of 25 students in Secondary 2 (grade 8) in the regular stream. It is a special class of students whose concentration is music and many come from out of the city. The general level of the class is a little low. They are bright and hard working but they don't have much background in English. They seemed to enjoy the activity although many had difficulty in understanding (the dialogue in the video presentation).

Results

Appendix D provides a breakdown of student frequency responses by group, i.e., beginner, intermediate and advanced, as well as, the associated levels of significance for each questionnaire item.

With regard to the instructional design variables, the students responded in a significant manner to the following questions: 1) Le mini-mystère a capté mon intérêt, $p < .01$; 2) Le fait que les étudiants de ma classe devaient trouver la solution à un mystère m'a motivé à participer aux discussions, $p < .05$; 5) L'introduction au début du vidéo a attiré mon attention, $p < .01$; and, 6) J'ai aimé l'activité de prédiction que nous avons faite au début du vidéo pour deviner qui aurait pu être le coupable, $p < .01$. However, when asked if the video-based lesson was helpful in developing their listening comprehension and oral expression skills (questions 3 & 4), the students' responses were not significant. Likewise, when asked if they felt that they profited from small group discussions (question 8 & 9), the students' responses were not significant. Students also indicated that the worksheets which were intended to help them to

focus on important information during the "jig-saw viewing" portion of the presentation were not helpful (question 7).

Questionnaire items which dealt with production variables (questions 10 & 11) proved to be significant at $p < .01$.

With regard to whether or not students would like to see more video-based lessons used in their ESL courses which revolve around the mini-mystery format (question 13), students responded in a significant manner, $p < .01$. They also felt that other students at the same level of second language proficiency would profit from the mini-mystery format in order to improve their second language skills (question 12), $p < .01$.

In the general comments section of the questionnaire, eight students indicated that they found the video interesting and motivating. Four students said that they had a lot of difficulty understanding the video.

Discussion

Although the students found the video interesting, motivating and the production quality acceptable, they did not feel that it helped them to develop their listening comprehension and oral expression skills. Furthermore, they did not like the small group discussion activities. This presumably was due to the fact that they did not understand enough of the dialogue during the "jig-saw viewing" scenes in order to enable them to discuss the mini-mystery in a meaningful manner.

The fact that the teacher identified this group as having a limited background in English, in conjunction with the fact that four of the students indicated in the general comments section that they did not

really understand the dialogue, or at least not enough to get a notion of what was going on, would seem to indicate that the suggested methodology which focuses on listening comprehension and oral expression was not appropriate for this level of second language proficiency.

Even though students did like the mini-mystery format and felt that they and others of a similar linguistic level would profit from such classroom activities, their responses could be due to the fact that they do not have frequent access to this kind of activity and found it somewhat different. On the other hand, because of the high level of interest and motivation expressed by the students, it would seem that a methodology which focuses primarily on listening comprehension and vocabulary building might prove more effective and productive for students at this low level of ESL proficiency.

In general, with a low beginner ESL class, it would seem that the mini-mystery format and suggested exploitation, as outlined in the Teacher's Guide, is not appropriate for this level of student.

Intermediate Level

Sample

These students, N = 14, were identified by the instructor as: 1) being mature, i.e., 20 years of age or older; 2) studying in an accredited CEGEP level ESL course; and, 3) possessing a sufficient level of listening comprehension to permit them to understand enough of the dialogue in order to be able to participate productively in the problem-solving (information-gap) activity.

Results

Students' responses to the instructional design variables were significant at a level of at least $p < .05$ for all items except one. When queried with regard to whether or not the discussions helped them to develop their oral expression skills, the students responses were not significant.

Analysis of the data for the production variables was significant at a level of at least $p < .05$. When asked if they would like to see more such video-based materials incorporated into their ESL courses, the students' responses were significant at $p < .01$. They also felt that other students at a similar level of ESL proficiency would profit from this type of instructional package $p < .01$.

Discussion

It would seem from the results reported above that students at the intermediate level do indeed feel that the instructional package is well designed and that they profit from exposure to this type of material.

Although one of the questionnaire items was not significant, i.e., did the mini-mystery help students develop their oral expression skills, the students, nevertheless, responded significantly to questions dealing with general classroom and small group discussions. This seeming contradiction might be interpreted in the following way. There were several activities which focused on speaking practice, i.e., prediction, information-gap, report/debate, and general discussions. These activities gave students the opportunity to practice their oral expression skills. Questionnaire feedback confirmed that students enjoyed these activities.

However, because of the fact that students might not be able to see the short term benefits of practicing their oral expression skills, they did not feel that exposure to the instructional package produced immediate gains in speaking proficiency. Therefore a nonsignificant response was recorded.

In light of the overall positive responses to the instructional package, one could draw the conclusion that the mini-mystery format and suggested exploitation is appropriate for intermediate students.

Advanced Level

Sample

The same teacher who did the video presentation for the beginner level students was responsible for implementation of the video-based lesson for the advanced group as well. The students, N=27, were described as follows:

The questionnaires were answered by a class of Secondary 2 (grade 8) students. Ten of the twenty-seven students are probably anglophones and the overall level of proficiency in the class is very high. Although they seemed to enjoy the activity, I doubt if it had much value in terms of listening comprehension and practice in spoken English.

Results

For all of the questionnaire items, the students' responses were not significant.

Discussion

These results are consistent with what one might expect from an advanced ESL class. In general, these students understand and speak the second language quite well, therefore, most ESL courses at this level focus on the development of effective writing skills.

These students did not find the mini-mystery presentation interesting nor motivating. They did not feel that it contributed in any way to their second language development and would not recommend that the instructional package be used for other students at the same level of ESL proficiency.

One could safely draw the conclusion that students at an advanced level of ESL proficiency would not profit from the mini-mystery format and suggested exploitation.

LEVEL 3 - Summative Evaluation (MEQ)

Instrumentation

ESL subject matter experts within the Department of Education of Quebec performed a qualitative evaluation of the instructional package according to an established set of criteria set down in two reference manuals relevant to: 1) La Qualité Didactique, and 2) La Conformité au Contenu du Programme (MEQ 1983c and 1983d).

Results

A summative evaluation was issued by the MEQ which indicated whether or not they felt the instructional package respected the requirements which appeared in the above-mentioned manuals. The report also

indicated whether or not the instructional package had been recommended for use, as a supplemental resource, in their secondary level ESL programme.

The following is a transcript of a letter received from the MEQ.

The following comments are made subsequent to the viewing of one scenario from the above-mentioned series, (The Adventures of Inspector Knowitall), and a detailed reading of the accompanying document (Teacher's Guide). All these comments must be read with the understanding that a preliminary document is being referred to.

1. The methodology proposed in this mini-series respects the programme and the prescriptions of the devis based on that programme.
2. The activities are excellent examples of "jig-saw style" information gaps.
3. The technical quality of the videos is highly acceptable.
4. The story lines of the scenarios are interesting and could hold the attention of secondary students.
Unfortunately, there is stereotyping within these stories - women assuming secondary and traditional roles (i.e., secretary, wife).
5. Certain problems exist in terms of classroom management. The crux of the methodology lies in the split-group viewing of given segments of the video. Teachers often find this difficult and may consequently reject the entire series. It would be extremely helpful for the authors to include strategies for dealing with this split-group viewing.
6. Rather than referring to the objectives (introductory page of the document) the authors should refer to "aims" so as not to confuse these with the objectives of the ESL programme.
7. On the same page of this document the authors specify "prerequisite knowledge" in structural terms. It would be

advisable to specify any such prerequisite in more of a global, communicative-based way.

8. The appendices are crucial and have been well done. However, some objectives have been omitted, particularly those relating to production.
9. This material is innovative and creatively done. It could easily be extended into core material, however, in its present form, it would serve very well as complimentary material.

Discussion

With regard to stereotyping (item 4 above) the MEQ document which deals with these aspects had not been published when the video portion of the instructional package was being put together, therefore it was impossible to foresee that such criteria would be used in the evaluation. However, as is evident from the global evaluation, the instructional package was still considered to be acceptable for use as complimentary material at the secondary level.

In an effort to address the deficiencies cited in items 5, 6, 7, & 8 the Teacher's Manual was reviewed and the requested changes were made.

The Teacher's Manual and Student Activity Workbook were resubmitted to the MEQ once these changes had been made. The MEQ re-examined the documents and stated that the materials were considered as "complimentary materials" and that "it would seem more than intriguing to launch into these videos periodically as a means to provide a rich linguistic environment and a concentrated consolidation of abilities particularly in (listening) comprehension."

General Discussion

Three main conclusions can be drawn from this study: 1) formative data gathered from content experts (i.e., CASLT conference and Concordia University TESL Dept.) was useful in verifying the proposed exploitation of the mini-mystery format and in developing the support materials for the instructional package; 2) there was a large measure of agreement between content experts and students, who are deemed to be representative of the intended target audience, with regards to the instructional design, production quality, and teacher/student usability; and, 3) summative data, provided by the MEQ, indicates that the instructional design and suggested exploitation of the mini-mystery format are considered to be pedagogically sound.

The scope of this study is somewhat limited, in that it deals with a qualitative evaluation of one video-based instructional package. It would seem worthwhile to conduct a number of longitudinal studies similar to the one reported earlier by Griffin. Such studies would provide the necessary data in order to better assess the long term impact of student exposure to video-based lessons. However, a prerequisite to these studies would be the production of what are considered to be pedagogically sound video-based ESL instructional materials such as the one evaluated in this study.

On the one hand it is of interest to say, in a qualitative manner, that the instructional design aspects of a video-based package are sound; that the production quality of the video is highly acceptable; and, that students should profit from ~~exposure~~ exposure to such materials. On the other hand,

quantitative measures of student performance gains would be more valuable and meaningful to practitioners and curriculum developers in the field of ESL.

The production and evaluation of the mini-mystery instructional package outlined above can be considered as one step which will lead to a better assessment and understanding of the overall impact of video in the ESL classroom.

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Appendix A
Content Expert Questionnaire
KNOWITALL VIDEO QUESTIONNAIRE

I have ____ year(s) of second language teaching experience.

Please respond to the following questions using the five point scale:
(1) represents the negative end of the scale; (5) represents the positive end of the scale. Circle only one number per question.

1. The Knowitall mini-mystery will stimulate student interest.

(-) 1 2 3 4 5 (+)

2. The problem-solving format will motivate students to participate in small group discussions.

(-) 1 2 3 4 5 (+)

3. The mini-mystery format will be helpful in developing effective oral expression in ESL students.

(-) 1 2 3 4 5 (+)

4. The mini-mystery format will be helpful in developing effective aural comprehension skills in ESL students.

(-) 1 2 3 4 5 (+)

Appendix A
Content Expert Questionnaire

5. The introductory segment (i.e., attention grabber) at the beginning of the mini-mystery is an effective way of stimulating student interest..

(-) 1 2 3 4 5 (+)

6. The problem-solving aspect of the mini-mystery will provide effective motivation for students to participate in group discussions.

(-) 1 2 3 4 5 (+)

7. Segmentation of the video is practical for teacher cueing and ease of use.

(-) 1 2 3 4 5 (+)

8. The use of predominantly amateur actors in the video production will not interfere with effective language exploitation for ESL learners.

(-) 1 2 3 4 5 (+)

9. The production quality (i.e., sound, lighting, etc.) is suitable for effective exploitation in the ESL classroom.

(-) 1 2 3 4 5 (+)

10. As a second language teacher I would use the mini-mystery if it were made available to me.

(-) 1 2 3 4 5 (+)

General Comments:

Appendix B

One sample case Kolmogorov Smirnov Test
Content Expert Feedback

N = 12

1. The Knowitall mini-mystery will stimulate student interest.

| | | | | | | | |
|--------------|-----|---|---|---|---|---|-----|
| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
| Frequency | | | | 1 | 3 | 8 | |

$D \geq .5$ $p < .01$

2. The problem-solving format will motivate students to participate in small group discussions.

| | | | | | | | |
|--------------|-----|---|---|---|---|---|-----|
| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
| Frequency | | | | | 4 | 8 | |

$D \geq .6$ $p < .01$

3. The mini-mystery format will be helpful in developing effective oral expression in ESL students.

| | | | | | | | |
|--------------|-----|---|---|---|---|---|-----|
| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
| Frequency | | | | 1 | 5 | 6 | |

$D \geq .52$ $p < .01$

4. The mini-mystery format will be helpful in developing effective aural comprehension skills in ESL students.

| | | | | | | | |
|--------------|-----|---|---|---|---|---|-----|
| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
| Frequency | | | | 1 | 4 | 7 | |

$D \geq .5$ $p < .01$

Appendix B Content Expert Feedback

5. The introductory segment (i.e., attention grabber) at the beginning of the mini-mystery is an effective way of stimulating student interest.

| | | | | | | | |
|--------------|-----|---|---|---|---|---|-----|
| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
| Frequency | | | | | 4 | 8 | |

$D \geq .6$ $p < .01$

6. The problem-solving aspect of the mini-mystery will provide effective motivation for students to participate in group discussions.

| | | | | | | | |
|--------------|-----|---|---|---|---|---|-----|
| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
| Frequency | | | | 1 | 3 | 8 | |

$D \geq .52$ $p < .01$

7. Segmentation of the video is practical for teacher cueing and ease of use.

| | | | | | | | |
|--------------|-----|---|---|---|---|---|-----|
| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
| Frequency | | | | | 4 | 8 | |

$D \geq .6$ $p < .01$

8. The use of predominantly amateur actors in the video production will not interfere with effective language exploitation for ESL learners.

| | | | | | | | |
|--------------|-----|---|---|---|---|---|-----|
| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
| Frequency | | | 1 | 1 | 4 | 5 | |

$D \geq .4$ $p < .05$

(1 null response)

Appendix B

Content Expert Feedback

9. The production quality (i.e., sound, lighting, etc.) is suitable for effective exploitation in the ESL classroom.

| | | | | | | | |
|--------------|-----|---|---|---|---|---|-----|
| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
| Frequency | | | | 1 | 4 | 7 | |

$D \geq .52$ $p < .01$

10. As a second language teacher I would use the mini-mystery if it were made available to me.

| | | | | | | | |
|--------------|-----|---|---|---|---|---|-----|
| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
| Frequency | | | | 1 | 3 | 7 | |

$D \geq .51$ $p < .01$

(1 null response)

Appendix C
Student Questionnaire

Veillez répondre au questionnaire de la manière suivante. En dessous de chaque énoncé il y a cinq choix possible (-) 1 2 3 4 5 (+).

- 1 = désaccord total**
- 2 = désaccord**
- 3 = indécis**
- 4 = accord**
- 5 = accord total**

Encerclez le chiffre qui correspond le mieux à votre opinion par rapport à l'énoncé. Veuillez encircler un seul chiffre pour chaque énoncé.

1. Le mini-mystère a capté mon intérêt.

(-) 1 2 3 4 5 (+)

2. Le fait que les étudiants de ma classe devaient trouver la solution à un mystère m'a motivé à participer aux discussions.

(-) 1 2 3 4 5 (+)

3. Les discussions suscitées par le mini-mystère m'ont aidé à développer mon expression orale.

(-) 1 2 3 4 5 (+)

4. Le mini-mystère m'a aidé à développer ma compréhension orale.

(-) 1 2 3 4 5 (+)

Appendix C

Student Questionnaire

5. L'introduction au début du vidéo a attiré mon attention.

(-) 1 2 3 4 5 (+)

6. J'ai aimé l'activité de prédiction que nous avons faite au début du vidéo pour deviner qui aurait pu être le coupable.

(-) 1 2 3 4 5 (+)

7. J'ai aimé les feuilles de travail qu'on nous a donné. Elles m'ont aidé à identifier les points importants dans le vidéo.

(-) 1 2 3 4 5 (+)

8. J'ai aimé les discussions en petits groupes.

(-) 1 2 3 4 5 (+)

9. Quand nous étions en petits groupes pour essayer de trouver le coupable, j'étais motivé à participer à la discussion.

(-) 1 2 3 4 5 (+)

10. Le jeu des acteurs était réaliste.

(-) 1 2 3 4 5 (+)

11. La qualité du vidéo (eg. son, éclairage, prise de vue, etc.) était tout à fait acceptable.

(-) 1 2 3 4 5 (+)

Appendix C
Student Questionnaire

12. Je pense que d'autres étudiants, du même niveau que moi, pourraient profiter de cette sorte de vidéo pour améliorer leur apprentissage de l'anglais langue seconde.

(-) 1 2 3 4 5 (+)

13. Comme étudiant de l'anglais langue seconde je serais intéressé à voir davantage de cette sorte de vidéo dans mes cours d'anglais.

(-) 1 2 3 4 5 (+)

Commentaires généraux sur le vidéo et les activités:

Appendix D

One sample case Kolmogorov Smirnov Test
Student Questionnaire Feedback

beginner N = 25

intermediate N = 14

advanced N = 27

1. Le mini-mystère a capté mon intérêt.

| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) | | |
|--------------|--------------|---|---|---|----|---|-----|---------|---------|
| | | | | | | | | | |
| | beginner | 1 | | 4 | 15 | 5 |) | D ≥ .4 | p < .01 |
| Frequency | intermediate | | | 3 | 6 | 4 | | D ≥ .4 | p < .05 |
| | advanced | 2 | 7 | 9 | 8 | 1 | | D ≥ .16 | n.s. |

2. Le fait que les étudiants de ma classe devaient trouver la solution à un mystère m'a motivé à participer aux discussions.

| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) | | |
|--------------|--------------|---|---|---|----|---|-----|---------|---------|
| | | | | | | | | | |
| | beginner | 1 | 2 | 7 | 9 | 6 | | D ≥ .28 | p < .05 |
| Frequency | intermediate | | | 1 | 8 | 5 | | D ≥ .53 | p < .01 |
| | advanced | 1 | 3 | 9 | 13 | 1 | | D ≥ .25 | n.s. |

3. Les discussions suscitées par le mini-mystère m'ont aidé à développer mon expression orale.

| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) | | |
|--------------|--------------|----|---|---|---|---|-----|---------|------|
| | | | | | | | | | |
| | beginner | 7 | 4 | 9 | 4 | 1 | | D ≥ .2 | n.s. |
| Frequency | intermediate | | 1 | 4 | 6 | 3 | | D ≥ .33 | n.s. |
| | advanced | 10 | 9 | 4 | 4 | | | D ≥ .3 | n.s. |

4. Le mini-mystère m'a aidé à développer ma compréhension orale.

| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) | | |
|--------------|--------------|----|---|---|----|---|-----|---------|---------|
| | | | | | | | | | |
| | beginner | 3 | 2 | 4 | 12 | 4 | | D ≥ .24 | n.s. |
| Frequency | intermediate | | 1 | 2 | 4 | 7 | | D ≥ .39 | p < .05 |
| | advanced | 13 | 4 | 5 | 5 | | | D ≥ .26 | n.s. |

Appendix D

Student Questionnaire Feedback

5. L'introduction au début du vidéo a attiré mon attention.

| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
|--------------|-----|---|---|---|---|----|-----|
| beginner | | 1 | | 2 | 7 | 15 | |
| Frequency | | | | 3 | 7 | 4 | |
| advanced | | 4 | 5 | 6 | 9 | 2 | |

$D \geq .48$ $p < .01$

$D \geq .4$ $p < .05$

$D \geq .12$ n.s.

(1 null advanced)

6. J'ai aimé l'activité de prédiction que nous avons faite au début du vidéo pour deviner qui aurait pu être le coupable.

| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
|--------------|-----|---|---|----|----|----|-----|
| beginner | | | | 5 | 11 | 7 | |
| Frequency | | | | 1 | 7 | 6 | |
| advanced | | 2 | 1 | 11 | 3 | 10 | |

$D \geq .4$ $p < .01$

$D \geq .53$ $p < .01$

$D \geq .29$ n.s.

7. J'ai aimé les feuilles de travail qu'on nous a donné. Elles m'ont aidé à identifier les points importants dans le vidéo.

| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
|--------------|-----|---|---|---|---|---|-----|
| beginner | | 1 | 4 | 7 | 7 | 6 | |
| Frequency | | | | 5 | 5 | 3 | |
| advanced | | 7 | 6 | 8 | 5 | 1 | |

$D \geq .2$ n.s.

$D \geq .4$ $p < .05$

$D \geq .18$ n.s.

8. J'ai aimé les discussions en petits groupes.

| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
|--------------|-----|---|---|----|---|---|-----|
| beginner | | 2 | 7 | 3 | 9 | 4 | |
| Frequency | | | | 3 | 8 | 3 | |
| advanced | | 6 | 7 | 10 | 3 | 1 | |

$D \geq .16$ n.s.

$D \geq .4$ $p < .05$

$D \geq .25$ n.s.

Appendix D Student Questionnaire Feedback

9. Quand nous étions en petits groupes pour essayer de trouver le coupable, j'étais motivé à participer à la discussion.

| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) | | |
|--------------|--------------|---|---|---|----|---|-----|---------|---------|
| | | | | | | | | | |
| | beginner | 4 | 1 | 7 | 10 | 3 | | D ≥ .02 | n.s. |
| Frequency | intermediate | | | 3 | 8 | 3 | | D ≥ .4 | p < .05 |
| | advanced | 6 | 7 | 5 | 4 | 5 | | D ≥ .08 | n.s. |

10. Le jeu des acteurs était réaliste.

| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) | | |
|--------------|--------------|---|---|----|---|----|-----|---------|---------|
| | | | | | | | | | |
| | beginner | | 1 | 4 | 6 | 14 | | D ≥ .4 | p < .01 |
| Frequency | intermediate | | | 1 | 7 | 6 | | D ≥ .53 | p < .01 |
| | advanced | 5 | 3 | 11 | 6 | 2 | | D ≥ .13 | n.s. |

11. La qualité du vidéo (eg. son, éclairage, prise de vue, etc.) était tout à fait acceptable.

| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) | | |
|--------------|--------------|---|---|---|---|----|-----|---------|---------|
| | | | | | | | | | |
| | beginner | 1 | 2 | 4 | 8 | 10 | | D ≥ .32 | p < .01 |
| Frequency | intermediate | | | 4 | 4 | 6 | | D ≥ .4 | p < .05 |
| | advanced | 3 | 8 | 6 | 7 | 3 | | D ≥ .09 | n.s. |

12. Je pense que d'autres étudiants, du même niveau que moi, pourraient profiter de cette sorte de vidéo pour améliorer leur apprentissage de l'anglais langue seconde.

| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) | | |
|--------------|--------------|---|---|---|---|----|-----|---------|---------|
| | | | | | | | | | |
| | beginner | 2 | | 2 | 8 | 13 | | D ≥ .44 | p < .01 |
| Frequency | intermediate | | | 2 | 6 | 6 | | D ≥ .46 | p < .01 |
| | advanced | 4 | 2 | 7 | 8 | 6 | | D ≥ .18 | n.s. |

Appendix D **Student Questionnaire Feedback**

13. Comme étudiant de l'anglais langue seconde je serais intéressé
à voir davantage de cette sorte de vidéo dans mes cours d'anglais. .

| Likert scale | (-) | 1 | 2 | 3 | 4 | 5 | (+) |
|--------------|--------------|---|---|---|---|----|-----|
| Frequency | beginner | | | 2 | 5 | 18 | |
| | intermediate | | | 2 | 7 | 5 | |
| | advanced | 4 | 3 | 3 | 7 | 10 | |

$D \geq .52$ $p < .01$

$D \geq .46$ $p < .01$

$D \geq .23$ n.s.