ABSTRACT

The decade of the eighties saw a rapid expansion of the use of technology throughout the world. At the same time, the last decade has seen significant developments in language teaching and learning. Aspects of language teaching and learning which were once most controversial or too novel for adoption are now seen as part of a wider canvas on which many interrelated themes point the way forward to a new era in language teaching. This includes topics such as modularisation, self-access centres, learner autonomy and distance learning. Technology has played an important role in these developments as learners, teachers and materials designers have drawn on the new resources available.

So far, in our country, teachers have been using conventional text-based materials which prove ineffective in many learning situations. This study proposes that such teaching/learning situations can be improved, if the text books are supplemented by media-based materials. At the present moment, when the audio medium has somewhat faded into the background and the computer is yet to take-off on a large scale, hopes are pinned on the video medium and in our country instructional video is yet to make a dent in our conventional, mainstream educational system.

This study shows that, if video has to become an integral part of education, there is a need for innovation in the design and application, with in-built scope for learner-based activities. This study attempts at explaining how such materials can be designed and used in the classroom by producing a short video film and conducting a survey with some intermediate level learners in Pondicherry with the video-based materials. The survey involves a comparative study of the outcomes of a video-based
methodology and the more conventional ones prevalent in our classrooms. The results reveal the effectiveness of the former over the latter.

This study concludes by emphasizing the need for the right choice of technology and its application depending upon the particular teaching/learning situation. No technological aid can be an end in itself and the teachers has to be trained in becoming a moderator and facilitator in the classroom, who should know how to exploit the potential of the medium to achieve the learning objectives.