

“A lot of this work that has established the educational value of digital video in language teaching and learning has shifted the balance from video as input to embracing the idea that language learners can make their own video. Jarvis (2015) gives examples of the range of activities in which mobile technologies can play a creative role in consolidating language and enhancing motivation: for example, students can use mobile devices to take photos or videos at home and these artefacts then become the basis for sharing and discussion between learners”. (p. 9)

“One of the difficulties often reported by teachers with respect to incorporating a theoretical approach to their practice is the restrictions in access to primary research papers, often hidden behind high paywalls. Huw Jarvis’s site TESOL Academic addresses this and disseminates research into English language teaching using videos of researchers discussing and explaining their research”. (p. 12)

Mann, S., Davidson, A., Davis, M., Gakonga, J., Gamero, M., Harrison, T., Penny Mosavian, P. and Richards, L. (2019). Video in Language Teacher Education. ELT Research Papers. 19-01. London, The British Council.