**MOVIES, VIDEOS, RADIO, AND TELEVISION IN LANGUAGE LEARNING, TEACHING AND TEACHER TRAINING: SELECTED REFERENCES**

**(last updated 5 June 2016)**

Allan. M. (1985). *Teaching English with video*. London, UK: Longman

Altman, R. (1988). *The video connection: Integrating video into language teaching*. Boston, MA: Houghton Mifflin.

Baltova, I. (1994). The impact of video on the comprehension skills of core French students. *Canadian Modern Language Review, 50*, 507-531.

Batey, J., & Westgate, D. (1994). Video action replay. In A. Peck & D.Westgate (Eds.), *Language teaching in the mirror* (pp. 37-41). London, UK: Centre for Information on Language Teaching and Research.

Brumfit C. J., McGovern, M., & MacKnight (1983). *Video applications in English language teaching*. London, UK: Pergamon Press and The British Council.

Canning-Wilson, C. (2000). Practical aspects of using video in the foreign language classroom. *Internet TESL Journal*, *6*(11). <http://iteslj.org/Articles/Canning-Video.html>

Chapple, L., & Curtis, A. (2000). Content-based instruction in Hong Kong: Student responses to film. *System*, *28*(3), 419-433.

Cooper, R., Lavery, M., & Rivonlucri, M. (1991). *Video*. Oxford, UK: Oxford University Press.

Cullen, R. (1991). Video in teacher training: The use of local materials. *English Language Teaching Journal,* *4*(1), 33-42.

Curtis, A. (2003). Making the most of movies in Canadian ESL classrooms. *TESOL Ontario Conference Proceedings*, *29*(3), 29-32.

Curtis, A. (2007). Film in the ESL classroom: hearing the students’ voice. In H. McGarrell (Ed.), *Language teacher research in the Americas* (pp. 41-53)*.* Alexandria, VA: TESOL Association.

Curtis, A., & Cheng, L. (1998). Video as a source of data in classroom observation. *ThaiTESOL Bulletin,* *11*(2), 31-38.

d’Ydewalle, G., & Van de Poel, M. (1999). Incidental foreign-language acquisition by children watching subtitled television programs. *Journal of Psycholinguistic Research*, *28*(3), 227-244.

Foster, H. (1979). *The new literacy: The language of film and television*. Urbana, IL: National Council of Teachers of English.

Gardner, D. (1994). Student-produced video documentary: Hong Kong as a self-access resource. *Hong Kong Papers in Linguistics and Language Teaching, 17*, 45-54.

Geddes, M., & Sturtridge, G. (1982). *Video in the language classroom*. Portsmouth, NH: Heinemann.

Grant, L., & Starks, D. (2001). Screening appropriate materials: Closings from textbooks and television soap operas. *IRAL, 39*, 39-50.

Gruba, P. (2006). Playing the videotext: A media literacy perspective on video-mediated L2 listening. *Language Learning and Technology*, *10*(2), 77-92.

Hafner, C.A. (2014). Embedding digital literacies in English language teaching: Students’ digital video projects as multimodal ensembles. *TESOL Quarterly, 48*(4), 655-685.

Hanley, J., Herron, C., & Cole, S. (1995). Using video as advance organizer to a written passage in the FLES classroom. *The Modern Language Journal, 79*(1), 57-66.

Heath, C.C. (1997). Using video: Analyzing activities in face to face interaction. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (pp. 183-200). London, UK: Sage.

Herron, C., Morris, M., Secules, T., & Curtis, L. (1995). A comparison study of the effects of video-based versus text-based instruction in the foreign language classroom. *The French Review, 68*(5), 775-795.

Hutchinson, B., & Bryson, P. (1997). Video, reflection and transformation: Action research in vocational education and training in a European context. *Educational Action Research,* *5*(2), 283-303.

Jeng, Y., Wang, K. & Huang, Y. (2009). Retrieving video features for language acquisition. *Expert Systems with Applications*, *36*(1), 5673–5683.

Koolstra, C., & Beentjes, J. (1999). Children’s vocabulary acquisition in a foreign language through watching subtitled television programs at home. *Educational Technology Research and Development, 47*(1), 51–60.

Laycock, J., & Piranya B. (1991). Developing teacher self-awareness: Feedback and the use of video. *English Language Teaching Journal,* *45*(1),43-53.

Liu, M.H., & Liu, M. . (2012). Discussing teaching videocases online: Perspectives of preservice and inservice EFL teachers in Taiwan. *Computers and Education, 59*(1), 120-133.

Liversidge, G. (2000). Using films to develop learner motivation. *Internet TESL Journal*, *6*(13). <http://iteslj.org/Articles/Liversidge-Video.html>

Lonergan, J. (1984). *Video in language teaching*. Cambridge, UK: Cambridge University Press.

Long, Q. (2003). A study of teaching English listening and speaking through films. *Media in Foreign Language Instruction*, *3*, 1-10.

Manvell, R. (1973). Literature and drama become film. *English Language Teaching Journal, 27,* 3, 292-301.

Martinez-Gibson, E. (1998). A study on cultural awareness through commercials and writing. *Foreign Language Annals, 31*(1), 115-139.

Mekheimer, M.A.A.G. (2011). The impact of using videos on whole language learning in EFL contexts. *Arab World English Journal*, *2*(2), 5-39.

Miller, L., & Hafner, C.A. (2014). Taking control: A digital video project for English for science students. In D. Nunan & J. C. Richards (Eds.), *Language learning beyond the classroom* (pp. 213-222). New York, NY: Routledge.

Morrison, B. (1989). Using news broadcasts for authentic listening comprehension. *ELT Journal, 43*, 14-18.

Neuman, B., & Koskinen, P. (1992). Captioned television as comprehensible input: Effects of incidental word learning from context for language minority students. *Reading Research Quarterly, 27* (1), 95–106.

Ockey, G. J. (2007). Construct implications of including still image or video in computer-based listening tests. *Language Testing*, 24(4), 517-537.

Paulston, C.B. (1974). Using videotape at Pittsburgh. *English Teaching Forum, 12*(4), 57-60.

Pavakanun, U., & d’Ydewalle, G. (1992). Watching foreign television programs and language learning. In F. L. Engel, D. G. Bouwhuis, T. Bösser & G. d’Ydewalle (Eds.), *Cognitive modelling and interactive environments in language learning* (pp. 193-198). Berlin, Germany: Springer.

Quaglio, P. (2004). *The language of NBC’s Friends: A comparison with face-to-face conversation*. Unpublished doctoral dissertation, Northern Arizona University, Arizona.

Quaglio, P. (2009). *Television dialogue: The sitcom Friends vs. natural conversation*. Philadelphia, PA: John Benjamins.

Rey, J. (2001). Changing gender roles in popular culture: Dialogue in Star Trek episodes from 1966 to 1993. In S. Conrad & D. Biber (Eds.), *Variation in English: Multi-dimensional studies* (pp. 138-156). London, UK: Longman.

Rimmer, W. (2013). Pronunciation in the movies. In T. Pattison (Ed.), *IATEFL 2012: Glasgow Conference Selections* (pp. 66-68). Canterbury, UK: IATEFL.

Ross, N. (1991). Literature and film. *English Language Teaching Journal, 45,* 2, 147-155.

Rowley, J.B., & Hart, P.M. (1996). How video case studies can promote reflective dialogue. *Educational Leadership,* *53*(6), 28-29.

Ryan. S. (1998). Using films to develop learner motivation. *Internet TESL Journal*, *4*(11). <http://iteslj.org/Articles/Ryan-Films.html>

Secules, T., Herron, C., & Tomasello, M. (1992). The effect of video context on foreign language learning. *Modern Language Journal, 76*(4), 480-490.

Sherman, J. (2003). *Using authentic video in the language classroom*. Cambridge: Cambridge University Press.

Sherrington, R. (1973). *Television and language skills*. Cambridge, UK: Cambridge University Press.

Smith, A., & Rawley, L. (1997). Using TV commercials to teach listening and critical thinking. *The Journal of the Imagination in Language Learning and Teaching, 4*. Retrieved from <http://www.njcu.edu/cill/vol4/smith-rawley.html>

Stempleski, S., & Tomalin, B. (1990). *Video in action: Recipes for using video in language teaching*. New York, NY: Prentice Hall International.

Swaffar, J., & Vlatten, A. (1997). A sequential model for video viewing in the foreign language curriculum. *The Modern Language Journal, 81*(2), 175-188.

Tatsuki. D. H. (1998). Comprehension hot spots in movies: Scenes and dialogs that are difficult for ESL/EFL students to understand. *Internet TESL Journal*, *4*(11). <http://iteslj.org/Articles/Tatsuki-HotSpots.html>

Tomalin, B. (1986). *Video, radio and TV in the English class*. London, UK: Macmillan.

Voller, P., & Widdows, S. (1993). Feature films as text: A framework for classroom use. *ELT Journal, 47*, 342-353.

Wallace, M.J. (1981). The use of video in EFL teacher training. *ELT Documents 110 -- Focus on the teacher: Communicative approaches to teacher training* (pp. 7-21). London, UK: The British Council.

Washburn, G. (2001). Using situation comedies for pragmatic language teaching and learning. *TESOL Journal, 10*, 21-26.

Webb, S. (2010). A corpus driven study of the potential for vocabulary learning through watching movies. *International Journal of Corpus Linguistics, 15*(4), 497-519.

Webb, S., & Rodgers, M. P. H. (2009). The vocabulary demands of television programs. *Language Learning, 59*(2), 335-366.

Weyers, J. (1999). The effect of authentic video on communicative competence. *Modern Language Journal, 83*(3), 339-349.

Williamson, J.A., & Vincent, J.C. (1996). *Film is content: A study guide for the advanced ESL classroom*. Ann Arbor, MI: University of Michigan Press.

Wood, D.J. (1996). *Film communication theory and practice in teaching English as a foreign language*. Lewiston, NY: Edwin Mellen Press.

Yang, J., Chen, C. & Jeng, M. (2010). Integrating video-capture virtual reality technology into a physically interactive learning environment for English learning. *Computers & Education*, *55*(1), 1346-1356.