

## Case Study of the Use of Video Material in an English Classroom

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**Abstract.** With the widely available use of multimedia in an English classroom, a great possibility of moving away from traditional forms of teaching arises. One of the options is to invoke video material as a method to arouse students' interest, facilitate understanding of the topic and encourage communication. Thus, the paper presents an overview of benefits and shortfalls in employing video as a tool for teaching a language by also looking at some types of video material available for language instructors. Further analysis dwells on the extent of video material use at Kaunas University of Technology (KTU) where more than 311 students varying from B2 to C1 English proficiency were anonymously questioned about their experience and opinion on the relevance of video material for learning English. The summarized results were compared and contrasted to those obtained from the responses of language teachers at the same university. The results have demonstrated that a little less than a half of the respondents (students) believe the tool is not used often enough. At the same time, the vast majority of respondents unanimously agree that video is a lucrative source for teaching a language and therefore the use of video in language classes should be intensified to satisfy the needs and interests of the modern-day learners.

**Key words:** *video material, language teaching, ESP, motivation, case study.*

### Introduction

With multimedia use in the English classroom having become a *matter-of-course*, great possibilities of moving away from traditional forms of teaching arose. One of such possibilities is video material which has long been recognized as an excellent tool for teaching a language. As Berk highlights, videos

“date back to prehistoric times when cave instructors used 16 mm projectors to show cave students examples of insurance company marketing commercials” (2009).

Indeed, the research on the use of videos, mainly television, for teaching also date back more than forty years (Valdman, 1966; Sherrington, 1973; Svensson & Borgarskola, 1985; Hambrook, 1986; Altman, 1989; etc.). However, both the authors who wrote then, and the ones who analyse the perks of such material now stress that making the full use of video can create a great entertainment and thereby facilitate the process of motivating students to engage into the given tasks (Wilson, 2000; Stempleski, 2002; Sherman, 2003; Berk, 2009). Motivation and interest in turn can foster discussions and communication in the target language. Different authors also recognise video material as especially useful for teaching listening and vocabulary (Reyes, 2004–2005; York, 2011; Wang, 2012), primarily due to the fact that videos enable incorporating not only auditory, but also visual learners. What is more, the introduction of video streaming technologies have expanded the availability of resources for language teachers because of readily-available great deal of video content online. However, the vast amount of such material also causes problems of selecting the most suitable ones to reach the desired purpose, and preparing the material so that it suits the particular topic and the needs of learners.

Thus, the object of this paper is video material, which may be defined as content combining sounds and images to-

gether with some socio-cultural information, such as human behaviour, characters, traditions, lifestyles and many more (Wang, 2012). Even though this concept can refer to any type of audio-visual content, here the limitation has been set to presumably some of the most popular sources providing video content suitable for teaching a language, such as DVDs included into modern textbooks, online websites (*YouTube*, TED, British Council, etc.), films and TV series, either online or available on DVDs.

As follows, the aim of this paper is to find out how widespread the practice of using video material for teaching English at KTU is, and to compare the teachers and students' viewpoints towards the use of video material and its most straightforward benefits. Special attention is given to the general need for video to be incorporated into the English classroom syllabus, the relevance of video material in increasing motivation, fostering communication, teaching listening skills and improving vocabulary.

To reach the mentioned aim, a number of objectives have been set, namely: to overview the benefits of video material for language teaching; identify the most common video sources for teachers at hand; and analyse how widespread the use of video material at KTU is.

### Reasons for Including Videos in an English Language Classroom Syllabus

First of all, the most straightforward benefit of using video material in teaching any language, not necessarily English, is that it is often perceived as entertainment by students and, naturally, such attitude generates motivation (Wilson, 2000; Stempleski, 2002; Sherman, 2003). Many modern-day students spend a vast amount of time by the computer screens, browsing websites, watching and sharing videos that often become viral. Engaging into a similar activity during lectures arouses students' interest and makes them perform the task more actively. However, so that the video

does not remain merely a source of entertainment, but is a lucrative source of education, the teachers need to appropriately select and present it (Stempleski, 2002). With a suitable choice of the video, its length, introduction into the lecture as a supplementary material with accompanying tasks may provide excellent results.

Many other positive outcomes can be put under the broad concept *motivation*. For instance Berk (2009) concentrates on the power the video has to affect the feelings of the audience. He claims that images coming together with appropriate music and language can provide a unique cognitive and emotional experience. Thus, he enumerates as many as 20 positive outcomes that can be achieved by using videos in a language classroom, namely:

1. Grab students' attention;
2. Focus students' concentration;
3. Generate interest in class;
4. Create a sense of anticipation;
5. Energize or relax students for learning exercise;
6. Draw on students' imagination;
7. Improve attitudes toward content and learning;
8. Build a connection with other students and instructor;
9. Increase memory of content;
10. Increase understanding;
11. Foster creativity;
12. Stimulate the flow of ideas;
13. Foster deeper learning;
14. Provide an opportunity for freedom of expression;
15. Serve as a vehicle for collaboration;
16. Inspire and motivate students;
17. Make learning fun;
18. Set an appropriate mood or tone;
19. Decrease anxiety and tension on scary topics; and
20. Create memorable visual images (Berk, 2009).

As it can be understood from the list, video can help a great deal in creating appropriate atmosphere for the language class by putting students into the right mood for studying, i.e. grabbing and retaining their attention, making them interested, encouraging participation and creativity, etc. In short, video motivates and makes students engage into learning the language regardless of what the main purpose of video material is, whether practicing listening, increasing vocabulary, learning not only the language, but also the culture, employing the skills that they have already learnt, etc. All the authors mentioned above unanimously stress that students engage in video-related tasks with enthusiasm and interest, which is probably the key factor of acquiring any knowledge, including language, and increasing its proficiency.

Moreover, video is one of the sources that enables involving learners with different learning styles, classified and defined by Kolb (1984) and many others, but nowadays simplified to three main types: auditory, visual and kinesthetic (Felder, Henriques, 1995). Hence, watching videos instead of listening to a recording engages not only auditory, but visual learners as well. If they have not understood something, they can rely on visual information: gestures, facial expressions, clothing, movements and any other images on the video (Cakir, 2006). Images also enable grasping the meaning of slang or informal language by

making the relationships clearer, which cannot always be done by language alone. Apart from the mentioned, videos also teach paralinguistic skills, such as intonation, stress, emphasis, etc. typical to natural use of language (ibid). So generally, images clarify the auditory input, as in real life situations, where people very often communicate without using any words at all (Wilson, 2000). In this a way, video as such an explicit context also facilitates the understanding and learning of new words, phrases and expressions (especially when it comes with subtitles).

In particular, the use of video material for teaching English vocabulary to Taiwanese students was rather recently researched by Wang (2012). He used three popular American TV series, *How I met your mother*, *The king of queens* and *Reba*, as sources for teaching vocabulary to adult students. These particular series were chosen assuming that they are entertaining and most importantly created by native speakers, thus provide authentic language and content. The results of the research demonstrated that audio-visual material enabled memorising words better than purely audio: seeing body language, especially dramatic facial expressions and hearing tone clarified the meaning and usage of words for the learners. The process was even more facilitated with the help of English subtitles, repetition and follow-up activities.

As noted by Wang (2012), authenticity is also an advantageous feature that video provides. It can be understood as unique situations and instances of language use, but it can also be viewed in a slightly different angle. Naturally, English becoming the lingua franca of the world and non-native speakers greatly outnumbering the native ones (Smojver, Stanojevic, 2013, p.192) suggests that most learners are taught by non-natives and thereby are restricted to hearing the accent influenced by their own mother tongue. So while watching videos, they have access to natural British, American, Irish and many other accents spread worldwide. Being exposed to the latter is especially relevant nowadays when globalization is spreading in the speed of light and one has to communicate with many people whose mother tongue is not the same. Similarly, authenticity as such also implies that learners can be provided with material created specifically for native speakers, i.e. not adopted for teaching purposes, which again can facilitate the communication in real life situations (Cakir, 2006).

Many researchers agree that video being an authentic material which is perceived by students as entertaining and accepted with enthusiasm is, as a result, a fruitful source for fostering communication. Hence, they suggest discussions or oral presentations as follow-up activities (Sherman, 2003; Talaván, 2007; Bonk, 2008; Oddone, 2011). Discussions can be understood in various senses: from clarifying the storyline or contemplating on the meaning of new vocabulary, to analysing the content, behaviour, customs, ideas, etc. For example, Shawback and Terhune (2002) developed a course based on watching video films to teach English and American culture. Students watched such films as *Forrest Gump*, *The Cider House Rules* and *A River Runs Through It* and afterwards gave oral presentations about customs, historical events or

persons that they have learnt about. To make them more confident in expressing their opinions, the teachers prepared a great deal of online exercises to improve vocabulary and understanding of the content. In such a way, the students not only practiced and improved the language, but also were familiarised with the American culture in an interesting and entertaining way.

Summarising, the potential of video material is clearly vast and there is a great deal of ideas how to use it for language teaching. For instance, Berk (2009) provides a list of twelve general purposes that videos can serve in language teaching, Bonk (2008) lists possible techniques of using *YouTube* videos to anchor and end lectures, and Stempleski (2002) gives advice on how to carefully choose a suitable piece of video and how to prepare it for the use in class. With such an unlimited choice of videos nowadays, it is relevant to be aware of the most valuable sources to lean to.

### **Resources Available to the Modern-Day English Language Teachers**

Video resources such as TV series and films as well as some ideas on how to use them were discussed in the previous section. However, these sources have the main short-fall: they require a lot of preparation before introducing into the syllabus. In contrast, one of the sources not requiring that are the DVDs included into most of modern textbooks nowadays. As material supplementary to the textbook, they are pre-packed with exercises and guidelines on how to make the best out of them, which by no means saves a great deal of time. Moreover, they require only basic technologies, i.e. a computer and perhaps multimedia for a larger group of learners (Motteram, 2011, p.304). Another considerable benefit of DVDs is that it provides “quality at a reasonable price /.../ high volume, compact storage and menu facilities for instance access to specific sections/topics” (Fill, Ottewill, 2006). On the contrary though, Motteram (2011) notices that using DVDs has one principal shortcoming: similarly to the textbooks themselves, they quickly become outdated.

However, to overcome the problem of obsolescence, there is a great variety of sources available online that can complement textbook DVDs or be used on their own. For this purpose video-streaming technologies, enabling the content to be received by the user and delivered by the provider simultaneously with no need to download it to the computer (Goleniewski, 2003, p.364), are especially handy. Fill and Ottewill (2006) overview a variety of video projects based on these technologies and specifically intended for education, such as *Click and Go* and *Lifesign* initiated by Joint Information Systems Committee (JISC), which offer valuable material on video streaming for teaching, case studies, workshops and useful links. They also discuss the activity of some universities (University of Minnesota, University of Portsmouth, Auburn University, Harvard Extension School, etc.) that make heavy use of this technique streaming plenty of lectures (ibid.).

Obviously, the Internet is the main easiest-to-access source of video materials as it offers an abundance of up-to-date so-called *vodcasts* or *vidcasts* covering a wide range of topics for renewing the lesson plan (Motteram, 2011,

p.304). Probably the most well-known and researched video-streaming website is *YouTube* offering an enormous amount of ready-to-use videos either to watch online or download in case of no Internet access in the classroom (ibid.). However, Eastment (2007) points out that this enormous size of *YouTube* creates a problem of rubbish content, including “potentially offensive content”. Thus, she strictly advises not to allow students searching for content themselves, but choosing it yourself and showing via projector or providing a direct link to them.

On the contrary, Bonk (2008) chooses an opposite approach to *YouTube*. He notices that that *YouTube* is highly popular among students of higher education institutions: the majority of them watch and share *vidcasts* among peers via e-mail or social networks. Seeing the site as a great motivator, he used it to complement his whole course by not only providing students with carefully selected *vidcasts*, but also asking them to search for material to illustrate the topics discussed. The task was accepted with great enthusiasm. He also suggests twenty ways *YouTube* videos can be incorporated into any syllabus and claims that video perfectly blends with the preferences of modern learners as lectures can be made authentic and personalized. In such respect, the danger of offensive language appears insignificant compared to the benefits that may be obtained, at least in the context of higher education.

Another similar video streaming site, which is not widely researched yet, but is rapidly gaining popularity, is a non-profit organization TED, which evolved from a conference on Technology, Entertainment and Design held in 1984; now it is a rapidly growing source of videos on a great variety of topics in more than 100 languages, including English (TED, 2014). Comparing to *YouTube*, TED is different because its videos are reserved to conference talks and speeches. In this way, it provides a so-to-say limited choice of material, but on the other hand, the videos are dense in content and have excellent technical and language quality, which, as Arntsen (2014) highlights, makes them suitable for university students or those studying academic English. However, TED videos are not restricted only to the latter because TED provides a possibility of switching on English subtitles for less proficient learners, which helps them practice listening and reading at the same time (Sharma and Barrett, 2009). To facilitate understanding, TED also provides transcripts of every talk, so teachers can also present them as handouts to clarify the details.

Another great function that TED talks provide is the section targeted towards educators and learners TED-Ed. With an easy registration this section allows teachers to create their own video-based lessons. To do so, they need to follow seven easy steps from choosing a video from any of available on TED or even *YouTube* to generating questions and other tasks. Then the teachers can publish the lesson for their students and/ or anyone else to use via social networks (*Facebook*, *Twitter*, *Google+*), social bookmarking site *Pinterest*, or send the invitation via e-mail. After the students have completed the tasks, teachers can check their answers, follow the discussion, as well as to provide corrections and feedback.

Moreover, there are many other sources that are not widely mentioned by researchers, but appreciated by English teachers and discussed in language teaching forums. One of them is *Learn English* section on British Council website that among the abundance of material has the section “Listen and Watch”. It gives videos on a variety of topics, for example practical everyday language “Word on the Street” coproduced with BBC, or “Britain is Great” illustrating different aspects of Britain, such as countryside, language, businesspeople, sustainable living and many others (British Council, 2014). The page also provides transcripts of each video, which may be used to clarify more difficult places (ibid.).

Another video-based teaching resource, *Real English*, provides videos where native speakers give their ideas on different subjects in the form of shorter and longer interviews. The project was begun by Michael Marzio and his colleagues in 1993 primarily because they were not satisfied with the textbook videos that were neither natural nor authentic. They believe such videos are often too slow for learners, who need to be familiarized with real English, the one that they will be exposed to in real life situations. Thus, they began interviewing native speakers of English and supplementing the vidcasts with exercises focused on lexical items, their functions and grammar. On the website, the videos are grouped according to learners’ proficiency levels and vary in topics from introductions, astrological signs to dreams and regrets, or learning a second language (*Real English*, 2014).

In contrast to the mentioned sources, some video resources provide more specific content. For instance, well-known news providers BBC and CNN, or website News in Levels offer a great deal of content on current affairs, the latter being accompanied by some prepared exercises and transcripts; or Videojug that gives high-quality videos on how-to, ranging from cooking to DIY and repairing household items. All in all, the list can become endless, which on one hand provides a great possibility for teachers to liven up language classes, but on the other hand puts them in danger of getting lost among the abundance of information. Nevertheless, researchers unanimously claim that video is a lucrative type of material for teaching English, and students like and wish videos to be included into their lectures. Therefore, the following case study aims at finding out if students at KTU have the same wish and if English teachers are willing to put effort in satisfying it.

### Case Study: Aim, Methodology and Respondents

At KTU, C1 level English course is among the obligatory subjects for all students. Additional free-credit voluntary courses of lower levels are also offered, though the majority of students have either already achieved C1 or are on their way to do so. It is worthwhile mentioning that at KTU, C1 level of English stands for English for specific purposes where students are not only expected to improve general language skills, but also concentrate on terminology and topics specifically related to their major subject. For this purpose, the main textbooks, i.e. *Business Benchmark Advanced* (2007) by Guy Brook-Hart for students of Social Sciences, *English for Business Studies: A Course for Business Studies and Economics Students*, 3<sup>rd</sup> Ed. (2010) by

MacKenzie for students of Economics and Business, and *Market Leader Advanced*, 3<sup>rd</sup> Ed. (2011) by Dubicka and O’Keeffe for the students of the remaining specialities, are supplemented by additional speciality-related material. The latter comes from many sources depending on teachers’ imagination. Yet, among many there are a number of textbooks prepared by KTU teachers, for instance *English for Transport Engineering* (2011) by Marcinkonienė, *English for Students of Mechatronics* (2011) by Švenčionienė, *English for Students of Chemical Technology* (2012) by Šidiškytė and Tamulaitienė to name a few. However, from all the mentioned, only *Market Leader Advanced* is supplemented with a DVD-ROM containing video material.

Therefore, to see whether the practice of supplementing base textbooks with video is well established or still requires improvements to satisfy the needs of modern-day students, a survey was accomplished by providing a questionnaire to both teachers and students using Google Docs to ease the access. It was open to teachers from May to June 2014 and students from January to May 2014. As many as 23 English teachers (out of 31 working at the Department of Modern Languages and Intercultural Communication, Faculty of Social Sciences, Arts and Humanities, KTU) and 311 students were eager to answer the questions.

As for the questions, they were mostly closed, with just a few asking for voluntary opinion, and a little different for both study groups. The content was focused on the general usage of video material for teaching English, frequency of its use, and its most straightforward benefits (such as increasing motivation, stimulating discussions, improving listening and vocabulary skills, etc.). The survey was carried out in the mother tongue of respondents, i.e. Lithuanian, to ease the expression of ideas (especially those of students), but here only English translation is given.

### Results and Discussion

The very first question was aimed to find out if video material is used in English lectures at all. The summarised results can be seen in Figure 1.

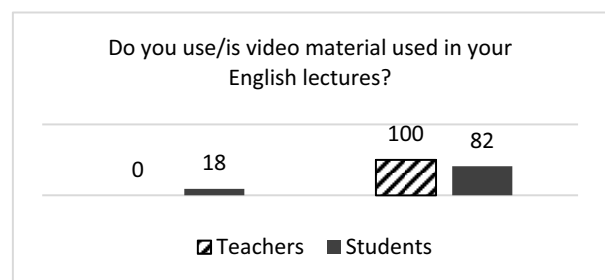


Fig. 1. The Use of Video Material in the English Lectures (in percentage).

All teachers who participated in the survey claimed that they use video material; however, compared to the results of the students, some teachers, most probably the ones who did not fill in the questionnaire, do not include video material in the syllabus of their lectures. This is because 18 % of students claimed that video was never used in their English classes.

The follow-up question was aimed at teachers who do not use video or students that were not provided with such material. The optional open ended question asked about the possible reasons of not employing video as a method, and consequently was answered only by some students. Their answers can be grouped under a few main reasons, the most often mentioned one being the fact that the material provided in the textbook suffices or simply there is no apparent need for using video (7 students). Another reason provided by students was time issues (6 students), i.e. either there is a lot of other material to be covered during the semester, or the teachers lack time to find most suitable videos and appropriately prepare them for the use in class, which, as mentioned, is often the case. Moreover, some respondents mentioned technical issues, claiming that still not all rooms contain the necessary multimedia, but there were only 4 answers stating so. Even less, 3 students explained that the reason may be poor English language knowledge of students, which invites for some consideration since, having passed the English language state examination, a high-school graduate is expected to have reached B2 level proficiency (National Examination Center, 2014). Even if students have B1 level and have not taken the available remedial courses at the university, they should still be able to grasp some information, thus the underlying reason may also be the lack of self-confidence. Other individual answers worth mentioning are that teachers lack creativity and imagination or are not kind enough or willing to include video (this also implies that students would appreciate the video to be used). An answer completely contrary to the latter is that teachers want to spare students' time and efforts as not to make the task too difficult.

Naturally, to verify the answers of students illustrated in Figure 1 (and the following Figures 3 and 5 as well), they were also asked to evaluate their attendance of the English lectures. The multiple choice question gave four choices, each related to the approximate amount of lectures expressed in percentage: (1) Excellent (100–75 % of lectures); (2) Good (75–50 %); (3) Poor (50–25 %); (4) Very poor (25–0 %). Their answers are summarised in Figure 2.

Quite a considerable number of students (41 %) claimed that their attendance was excellent saying that they either did not skip lectures or skipped only one or two. A similar amount of respondents (38 %) also attended lectures quite often; hence altogether the number reaches almost 80 % of the students questioned. However, about 13 % of them stated that they rarely came to the lectures and around 8 % said they almost did not attend at all. These responses suggest that most of respondents were able to provide a well-grounded opinion on the questions of the present survey.

Further, students respondents were requested to describe the amount of video material in their English lectures, by choosing one of the following: *too little*, *about right* or *too much*, while teachers were asked how often they use video in their lectures with possible choices ranging from *never* to *always*. The results are given in Figures 3 and 4.

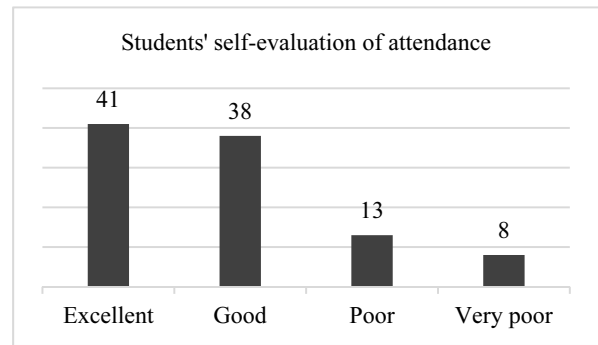


Fig. 2. Students Respondents' Self-evaluation of English Lecture Attendance (in percentage).

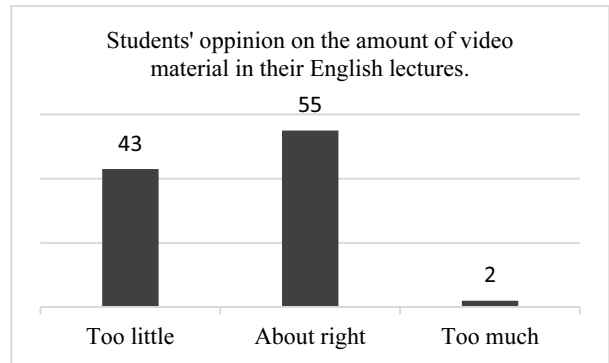


Fig. 3. Students' Opinion on the Amount of Video in the English Lectures (in percentage).

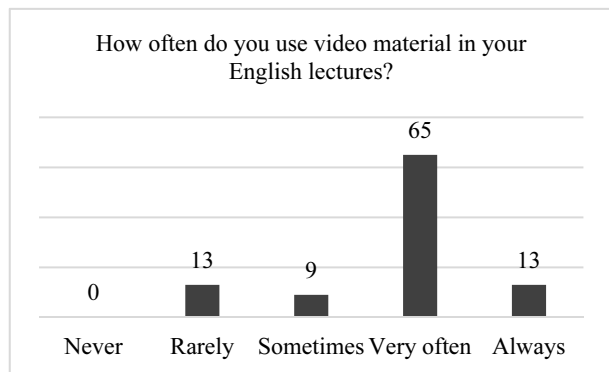


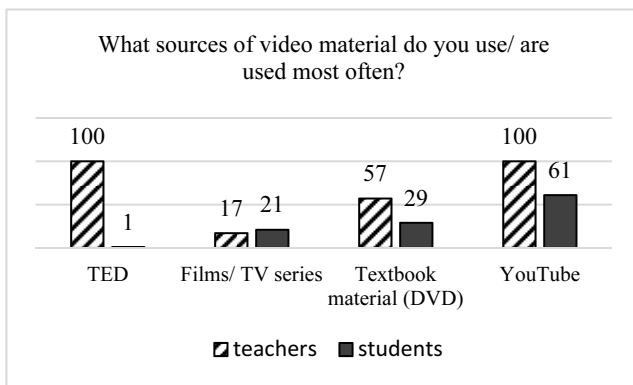
Fig. 4. Teachers' Answers about the Frequency of Using Video in the English Lectures (in percentage).

As Figure 3, shows slightly more than a half of the students questioned (55 %) believe that the amount of video in their English lectures was sufficient and only 2 % think there was too much of it. However, the most alarming result is that just a little less than a half of the respondents (43 %) feel that this method is not exploited well enough. Comparing the results obtained from the teachers' answers (Fig. 3), only 13 % of them admitted using videos rarely (a few times per semester) and 9 % marked sometimes (once per month). The reasons for the former were the abundance of material in the textbook, difficulty to find suitable videos and a great deal of time required to prepare them for the use in class.

All the other respondents stated they either use videos very often (at least once per 1–2 weeks; 65 %) or always (almost every lecture; 13 %). However, the fact that such a

great deal of students feel the lack of video material invites to consider a few possibilities. Either, more teachers feel the same as one of them mentioned, i.e. that the lack of time for finding and preparing videos, or the need to cover the material in textbook is what restricts their choice, or it could also be that many students perceive videos as entertainment and, thus, wish to watch them as often as possible. If the last assumption is the case, they might not have a proper understanding of the formal requirements of the University regarding the choice of textbooks and materials to be covered that have to be met. Having them in mind, using videos at least sometimes, or in the best case often, could be a suitable compromise between the teachers who feel the pressure to cover the necessary material and students who wish videos to be included into the syllabus.

The next question relied on a structured response format providing a list of video sources possibly used in English lectures as well as an option to write in any additional choices not suggested by the author. The range of selection was limited to presumably the most widespread sources discussed above, i.e. textbook DVDs, films/ TV series, online video streaming websites, the most familiar being YouTube and TED. Figures 5 demonstrates the results of students and teachers respectively.



**Fig. 5.** Sources of Video Material Used in the English Lectures (in percentage).

As it can be seen from Figure 5, the most popular source according to both teachers and students is YouTube, as 61 % of students and all teachers have chosen the option. Equally popular among teachers is the website TED, however only 1 % or 4 students mentioned this resource. This may be attributed to the fact that YouTube is the most popular source for browsing among students and it, in fact, has a TED channel and many TED talks are available on YouTube as well. So even if students have themselves come across TED talks, they might not have considered the primary source. Another dominant source among teachers

is textbook videos as this option was marked by slightly more than a half of all teachers (57 %), but the percentage of students having indicated this source is much lesser, i.e. 29 %. This number is similar to that obtained for the option films/ TV series. The latter was indicated by 21 % of students and a little lower percentage of teachers (17 %). Moreover, teachers also mentioned British Council, BBC and CNN websites as the sources they use in their lectures, while additional sources provided by students still fall in the scope of the given options since they gave answers, such as *documentaries* (films), *interviews* and *conference videos*, which signify genres rather than sources, or “video material corresponding to the topic discussed”, etc.

Next, on the basis of the literary sources discussed, the most advantageous features of video material for language teaching were summarised into five main points. The respondents were provided with a table of these benefits and asked to mark how much they agree to each. The list of advantages included the following points:

Video material...

- ...makes the lecture more interesting.
- ...helps to understand the topic better.
- ...fosters discussion.
- ...is better than listening to a recording.
- ...helps to remember new words and phrases.

The summarised results are presented in Table 1 (T – teachers’ answers, S – students’).

As Table 1 shows, teachers expressed a one-sided opinion and agreed to all enumerated advantages since none of them marked *neutral*, *disagree* or *strongly disagree*. As for the answers given by students, the tendency is very similar: most of them either *agree strongly* or *agree* to the presented ideas. The highest percentage of agreement among teachers was expressed regarding the increasing interest in the lecture when video material is introduced because as much as 96 % of teachers marked *strongly agree*. Similarly to the teachers, the highest percentage of students (76 %) *strongly agree* to the fact that video makes lectures more interesting.

Other advantages of video were also recognized as prominent by the majority of students since in each case more than a half of respondents chose *strongly agree*. Moreover, quite a big number of students expressed a little less strong agreement to the given ideas, numbers varying from 11 % up to 27 % in each case. An even smaller amount of students expressed their doubts and marked the choice *neutral* (from 7 % to 16 %). The greatest doubt was expressed about video fostering discussion and helping to learn/ remember new words and phrases (16 % of students each).

**Table 1.** Teachers and Students’ Opinion on the Benefits of Video Material (in percentage).

	More interesting lecture		Better understanding of the topic		Fostered discussion		Better than a recorded track		New words and phrases	
	T.	S.	T.	S.	T.	S.	T.	S.	T.	S.
<b>Str. agree</b>	96	76	61	57	70	56	75	66	78	56
<b>Agree</b>	4	11	39	27	30	23	19	18	22	23
<b>Neutral</b>	0	7	0	12	0	16	13	11	0	16
<b>Disagree</b>	0	3	0	6	0	2	0	3	0	2
<b>Str. disagree</b>	0	3	0	1	0	3	0	2	0	3

In contrast to teachers, there were some students who expressed disagreement with the given benefits; however, the number is rather small. Altogether around 5 % of students either *disagreed* or *strongly disagreed* with each of the given statements. The highest percentage of disagreement was in fact expressed to the same statement as the highest percentage of agreement, namely “Video material makes the lecture more interesting”, amounting to 6 %.

The reasons of this disagreement may be various and to find them out the last question of the survey was an optional open-ended one asking about both any additional advantages and shortfalls of video material. To provide the explanation for the disagreement expressed by some respondents Table 2 gives the comments on the shortfalls by some students.

**Table 2.** Shortfalls of Using Video Material for Language Teaching (students’ comments).

1.	<b>Flaws in dubbing</b> may make it difficult to find a balance between the sufficient volume and clear pronunciation of words.
2.	A shortfall is that it is difficult to find videos that would provide interesting and at the same time dense material on the English language. Watching <b>videos that haven’t been thoroughly prepared or selected</b> , the lecture time is wasted because traditional teaching methods would allow explaining the material faster.
3.	The disadvantage is that <b>video material enables understanding the essence of the dialogue only from visual content</b> , without focusing on the spoken text. Moreover, there is quite <b>a lot of visual-audio material in English on the Internet and television</b> , thus I don’t think that an even greater amount of such material would make a great impact on the quality of learning.
4.	/.../ But in my opinion, <b>the effort to hear everything is reduced as a part of information is taken from visual content</b> .

Even though disagreement was expressed by the average of 5 students, which makes up around 15–16 people, specific shortfalls were indicated by only 4 of them. As Table 2 demonstrates, the 1<sup>st</sup> and 2<sup>nd</sup> comments mention the quality of videos, the former concentrating specifically on dubbing and the latter emphasizing the need of overall quality that should come together with dense and relevant content. The 2<sup>nd</sup> comment also stresses the “selection” factor, thus implying the responsibility of teachers not to introduce bad quality videos to the lectures. Lastly, the 3<sup>rd</sup> and 4<sup>th</sup> comments focus on visual content which indeed aids in understanding and in some cases directs away the attention from the verbal medium. It is indeed a correct observation; however, in everyday communicative situations language is mostly followed by different visual clues and body language, which supports the idea of authenticity. The 3<sup>rd</sup> comment also mentions the easy access to video material in English outside the classroom. Here the contra-argument is that even though students might often watch video content outside the classroom, this activity might not be language-focused, i.e. aimed directly at learning the language, its analysis and deepening specific knowledge, in contrast to videos being introduced as a part of the syllabus.

Moving on, the list of advantages provided by all respondents is rather lengthy, thus for the sake of economising they were grouped under 7 key ideas that are marked in bold and available in Appendix 1, starting with the one that was the most frequently mentioned among all respondents. In some cases the respondents’ comments cover several ideas so they were put under several headings accordingly.

The two largest groups of advantages mentioned by both teachers and students fall under the ideas that *video stimulates motivation and creativity/ fosters innovation* (1), and *helps to remember new information* (2) as 5 teachers and 7 students contributed to the latter, while 1 and 9 to the former respectively. For instance, teachers claim that videos make lectures livelier, more versatile, attractive and inspiring (1.1–1.5). Students mainly concentrate on the fact that video makes them more attentive and interests them during the lecture as 3 out of 7 comments stress this (1.1, 1.3, 1.6). The last comment in this section, “It’s easier to wait for the lecture to end”, is a bit different than all the others, although it also contributes to the idea that video makes lectures more interesting, or bearable for this particular student.

The second category of ideas that received most comments from the respondents was phrased more specifically in one of the previous questions on new words and phrases (Table 1). Still, students claim that video helps to retain more than just new vocabulary in their memory: they either generalize by saying that “video material helps to remember new information/ material/ theory” (2.1, 2.2, 2.6), or claiming that video expands their viewpoint (2.8) and “trains memory” (2.4). It is worthwhile noting that in this survey, the aspect of memory gained most positive comments from students (9 out of 27 positive comments). This is a useful discovery since, as mentioned, the KTU students are taught English for specific purposes where not only the language or terminology, but also speciality-related information in general sense play the key role. Video material would prove advantageous in improving language skills and also familiarising students with different processes or phenomena directly related to their field of studies.

Moreover, the third idea, *video facilitates understanding of the meaning/ provides additional information*, can also be related to the mentioned as in ESP the topics discussed are rather specific and speciality-related. In this way video can aid not only in teaching a language, but speciality subjects as well. As students generally put this: “It is easier to understand what the topic is about” (3.3) or “visual material facilitates the understanding and helps to remember the material” (3.4). Some respondents were more specific and concentrated on the meaning of specific items, such as new words and phrases (3.1, 3.2).

The next larger group of comments can be put under the heading *beneficial for listening skills including pronunciation* (4): 1 teacher and 4 students recognised this feature of video. Students also noticed that video can *benefit various types of learners* (5), as they claim that one does not need to listen to video as carefully as to a recording (5.1) implying that images can aid in understanding. Another respondent explicitly enumerated both types of memory involved (visual, auditory), and also mentioned subtitles (5.2). This

idea can also be grounded by some of the comments under the third headline related to the understanding of the meaning because auditory content coming together with images is what helps students to grasp the meaning. Moving on, 2 students also think that video is a suitable content to *elicit discussions* (6).

The final group of comments were put under the heading *other* (7) because some respondents provided ideas that were similar to none of the mentioned by others. For example, one student noticed that videos are very easy and comfortable to handle: “You can rewind, repeat, stop, comment” (7.1), another observed that they are a useful material for deeper analysis, not only discussion (7.2). The remaining 2 respondents provided more general comments saying that “It’s much easier to study (with video)” (7.3) and “no shortfalls” (7.4).

It may be easily noticed that many of ideas expressed by the respondents overlap with the previous question of the survey discussed in Table 1. The fact that the respondents rephrased the same perks strengthens their positive opinion and shows the necessity of videos being included in the curricula.

### Concluding Remarks

Although video material has long been recognized as useful tool for teaching different subjects including languages, it is still being widely researched primarily because of the many benefits it can give to a language instructor and learner. First and foremost, video is perceived as entertainment by learners and for this reason it motivates and makes them engage into tasks more actively. Video material also stimulates discussion and analytical thinking; it helps to learn new words and phrases by clarifying their meaning through various visual clues such as gestures or facial expressions. As follows, such material serves as a great tool for improving listening skills because it suits not only auditory, but visual learners as well.

Video sources available for present day teachers are also vast. They extend from DVDs included into textbooks to films, TV series or always-up-to-date online platform. A careful choice of appropriate video content puts learners into authentic real-life situations that are one of the greatest ways to experience language in a classroom.

Therefore, this paper presented a specific case study on the practice of using video material for teaching English at KTU. For this purpose, a survey was carried out by questioning students (311) and teachers (23) asking about their opinion and experience related to video in language teaching and learning.

As the results have demonstrated, even though the majority of teachers claimed they use video (and most of them quite often: at least once per 1–2 weeks), the students expressed a wish of more video material to be included into the syllabus since a little less than a half of students respondents (43 %) claimed there is not enough of video being used. The reasons why the amount of video does not satisfy the students might be related to time required to prepare the material and the amount of other content necessary to be covered during the semester.

Still both teachers and students recognize video as an especially entertaining and useful tool because the majority of respondents unanimously agreed that videos makes lectures more interesting, helps to understand what is being discussed, stimulates discussions, aids in learning new words and phrases and is better than listening to a recording. They also added that videos are useful not only for motivation, but also creativity and generating innovative ideas. In their opinion, video helps in acquiring new and additional information as well as training memory in general.

A few respondents also noted some shortfalls of video material, for instance visual information directing some of attention away from auditory content, or the abundance of such material and easy access to it outside the classroom, which presumably could make video seem as excess material in class. Despite these few remarks, this particular case study has demonstrated that both teachers and students feel that video is a fruitful and necessary source for language teaching.

Although this paper presents some ideas, recommendations and sources handy for implementing video as a tool for teaching a language, further the analysis could be expanded on more specific methods, including a possibility to engage kinaesthetic learners by shooting a video in class. Also, the analysis of learning outcomes and consolidation of knowledge through video would also be worthwhile.

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Marija Blonskytė

#### Vaizdo medžiagos naudojimas anglų kalbos paskaitose: atvejo studija

Santrauka

Lengvai prieinama galimybė naudoti multimediją užsienio kalbos paskaitose leidžia atsiriboti nuo tradicinių mokymo metodų. Vienas jų – vaizdo medžiaga, kurią galima panaudoti studentams sudominti, padėti jiems suprasti dėstomą temą ar paskatinti diskutuoti. Straipsnyje apžvelgiami vaizdo medžiagos naudojimo užsienio kalbos, konkrečiau – anglų kalbos, mokymui privalumai, trūkumai bei trumpai aptariami šaltiniai, lengvai prieinami šių dienų užsienio kalbos mokytojams bei dėstytojams. Toliau analizuojamas vaizdo medžiagos naudojimas kalbai mokyti Kauno technologijos universitete. 311 studentų, kurių anglų kalbos lygis svyruoja nuo B2 iki C1 lygio pagal bendrusios Europos kalbų metmenis, buvo paprašyti anonimiškai pasidalinti savo nuomone ir patirtimi apie vaizdo medžiagos naudojimą anglų kalbos paskaitose. Gauti rezultatai lyginami su KTU anglų kalbos dėstytojų atsakymais, kuriuos pateikė 23 iš 31 dėstytojo, dirbančio KTU Šiuolaikinių kalbų ir tarpkultūrinės komunikacijos katedroje. Rezultatai parodė, kad truputį mažiau nei pusė apklaustų studentų mano, jog vaizdo medžiaga anglų kalbos paskaitose naudojama nepakankamai dažniai. Didžioji respondentų dauguma taip pat sutinka, kad vaizdo medžiaga – naudingas mokymosi šaltinis ir, atsižvelgiant į šiuolaikinių studentų pomėgius, turėtų būti naudojamas dažniau siekiant patenkinti jų lūkesčius bei poreikius.

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## APPENDIX

**Table 1.** Benefits of Using Video Material for Language Teaching (Teachers and Students' Comments).

Teachers	Students
<b>1. Stimulates motivation and creativity, fosters innovation</b>	
1.1. Learning becomes more versatile and the motivation increases. 1.2. Video introduces to innovative ideas, asks to observe, compare, it inspires and motivates. 1.3. It develops creativity and innovation. 1.4. Attractive way of learning. 1.5. It motivates, makes the lecture livelier, supplements the traditional material.	1.1. <b>Attracts students' attention.</b> 1.2. I see only advantages because lectures would become more <b>interesting</b> , it would be possible to organize a discussion and analysis of the video; lectures would generally become interesting and useful! 1.3. It is easier to <b>hold students' attention</b> during the lecture. 1.4. It is a necessary method which makes lectures and everything else more <b>versatile</b> . 1.5. Provides additional <b>interesting</b> information other than useful for improving the English language skills. 1.6. Makes lectures more <b>versatile</b> and <b>attracts students' attention</b> . 1.7. It's easier to wait for the lecture to end.
<b>2. Helps to remember new information</b>	
2.1. Helps to remember words, phrases when subtitles are used, but this requires additional preparation.	2.1. Theory that comes together with images is easier to remember. 2.2. Video material helps to remember new information. 2.3. Helps to take in new information. 2.4. Video trains memory. 2.5. It's more interesting to listen, you can later discuss the video, easier to remember. 2.6. The benefit is that such visual material facilitates the understanding and helps to remember the material. 2.7. The benefit is that it is easier to remember than only auditory information. But in my opinion, the effort to hear everything is reduced as a part of information is taken from visual content. 2.8. The viewpoint is expanded. 2.9. Video content is easier to remember.
<b>3. Facilitates understanding of the meaning, provides additional information</b>	
	3.1. Quite often people's emotions while using one or another phrase in the video helps to understand its meaning. 3.2. Sometimes video context facilitates the understanding of the main meaning of phrases/ words. 3.3. It is easier to understand what the topic is about. 3.4. The benefit is that such visual material facilitates the understanding and helps to remember the material. 3.5. Provides additional interesting information other than useful for improving the English language skills.
<b>4. Beneficial for listening skills including pronunciation</b>	
4.1. Develops listening skills	4.2. Develops listening skills. 4.3. You can hear the pronunciation. 4.4. You can learn the correct pronunciation.
<b>5. Suits different types of learners</b>	
	5.1. You don't need to listen so carefully as to a CD. 5.2. You learn much more with video because you get more information: visual, auditory memory, subtitles. You can rewind, repeat, stop, comment.
<b>6. Fosters discussion</b>	
	6.1. It's more interesting to listen, you can later discuss the video, easier to remember. 6.2. I see only advantages because lectures would become more interesting, it would be possible to organize a discussion and analysis of the video; lectures would generally become interesting and useful!
<b>7. Other</b>	
	7.1. You learn much more with video because you get more information: visual, auditory memory, subtitles. You can rewind, repeat, stop, comment. 7.2. Helps to analyse different situations, gives more knowledge, different ideas. 7.3. It's much easier to study. 7.4. No shortfalls.