Audiovisual Material in Language Teaching: Learners' Perspective

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TABLE OF CONTENT

Page

LIST OF TABLES AND GRAPHS

Tables   **Page**

Graphs   **Page**

ABSTRACT

In order to teach listening and speaking skills to second language learners, video is considered to be a very effective instrument. Video clips provide learners with real use of the target language enabling them to see the speakers while listening to them. It helps them to know the target culture as well. Video clips have many more advantages on second language teaching leaning situation. However, while using video clips in language classes, both instructors and learners face a number of problems. This research aims at finding out the problematic issues of watching video in language classes from the learners' perspective in Bangladeshi context. In order to do so, a survey was done among a sample of tertiary level students learning English as a second language, who have exposure to video clips in their language class. The analysis of the responses reveals that there arise a number of problems while incorporating video clips in the lesson plan. Sometimes, the video becomes too difficult for the learners to understand; it becomes so fast that the learners cannot keep pace with it; the information is not always familiar to them; the tasks related to it are too easy for them; and there are technological problems in the classroom.

Chapter One: Introduction

Learning a language is a sequence that consists of four skills that are listening, speaking, reading and writing. The first two skills are audio-lingual skills and the last two are graphic skills. Some learners learn language more quickly through the graphic skill that is by reading texts in their target language, and others through the audio-lingual skill that is by listening to it. The best technique includes learning by using all the four skills at the same time namely reading, listening, writing and speaking.

It is not uncommon to encounter language learners who have reached advanced level of their study but still face difficulties in carrying out a simple conversation in the target language only because they did not use all the four skills in learning the language. Until recent years listening and speaking skills had been ignored in language instruction resulting in partial knowledge of the language among the learners.

As a solution to this problem, film has been considered as an important resource for foreign/second language instructors. Foreign language films constitute a source of authentic (created for the native speakers of the language, not for the language learners) material that is very important for language learners. Beeching (1982) stresses the role of authentic material for the teaching of foreign languages and culture versus the artificiality of prepared pedagogical materials that lead to a classroom foreign language that is not used in the real world (as cited in Valdes, n. d.). Learners can easily have a proper exposure to the everyday use of the language through films.

Films also introduce learners to the culture of the target language. As we know, it is important to have knowledge of the culture of the target language to be learnt in order to be able

to operate in that language properly. Film works very well in this regard. According to Valdes (n.d.), "There are many pedagogical reasons to use films and videos in the classroom. Students can listen to the language within a visual context that assists comprehension and they can actually see the culture presented instead of reading or hearing about this culture (p.1)."

Moreover, the spoken language used in films often include a wide variety of the target language, such as the speech of various socio-economic and educational levels, the speech of children and non-native speakers, slang and jargons, rural and urban speech, and a range of regional dialects. These are some varieties that learners are supposed to encounter in the target country and films can be a useful tool in making students aware of this wide range of varieties.

Besides, language instructors can include all the four skills in one lesson plan through the use of film. Listening tasks can be done through listening texts but they do not always give the contexts and it becomes problematic to identify the speakers' intention, emotions, attitudes and gestures only by listening to a text, thus making it nearly impossible to infer the meaning out of the text. On the other hand, language learners can improve their listening skills through watching films and also can broaden their vocabulary using the visual clues.

However, despite all these benefits of film, it becomes difficult for language instructors to use films in the classrooms. In most cases, films become difficult for learners to understand. Unlike a written text where learners get enough time to work on the language they are dealing with, the flow of information that they encounter in a film is rapid and nearly instantly gone. In a written text learners may not know a specific word or grammatical structure, but in a film they often cannot even recognize a word they know in the rapid flow of speech.

Moreover, it is not always possible to view an entire film in the class because of time constraint. Language instructors have a wide range of syllabus to follow against a very limited period of time. A good alternative in this situation can be the use of shorter clips from films, commercials and TV productions. These can be used during the limited time of a class and still can have more or less the same benefits of watching a film. Also, the use of clips gives instructors advantage in that clips enable learners to focus on one scene in depth and explore the language of that specific scene where the language becomes more manageable; they can be replayed multiple times in the class; they can be put on a learning management system, thereby giving students access to clips as homework assignments and so on (Kaiser, 2011). As a result of these advantages of using video clips in language classrooms it has become a trend to use video clips in language instructions.

Yet, there arise a number of problems while incorporating video clips in language classes. In some cases, instructors or material designers cannot choose the right material according to the level of the learners as a result of which, the materials remain incomprehensible for them. Sometimes the video clip is not enough interesting to keep learners motivated towards it. Moreover, every classroom does not have proper technical support to play the video clips. Instructors may also not have proper expertise to operate the multimedia. These are some of the reasons why in most cases a beautifully designed lesson plan based on a very good video clip fails to achieve the expected result.

The aim of this research is to find out the learners' opinion regarding the use of videos in language classrooms in Bangladeshi context. Based on a survey done among tertiary level students, who have exposure to video clips in their language classes, I have tried to find out the problems (if there is any) of using video clips in language class from their point of view. While

incorporating video clips in the lessons, course developers or instructors do not always think if the learners face any problem dealing with it and as a result, their problems (if there is any) remain unnoticed. The reason behind choosing this topic is to eliminate the problems of using video in language classes in order to have the expected result from it.

Tertiary level students studying in different private and public universities of Dhaka who have learned English as a second language participated in the study. This is a quantitative survey where I have tried to find out the learners' point of view through a questionnaire.

Despite the appropriate methodology, the research was not free from limitations. I had to conduct the survey with a limited number of participants which was the major limitation of the survey. Otherwise, the result of the study might have been more reliable. Moreover, I could not cover enough institutions because of time constraint.

The subsequent chapters include the existing literatures on this topic, the research methods used in the study and the presentation of the analysis of the results of the study. Chapter two discusses the existing literature related to the topic. In chapter three, the methodology of the study has been described including the participants, the nature of the research, the research instruments employed for data collection, the research design and procedures and the methods of analysis. In chapter four, a number of recommendations have been presented for future study.

Chapter Two: Literature Review

The chapter starts with the discussion of the major methodologies of language teaching that give importance to the use of audiovisual materials in the class. Then it talks about the four skills employed in language learning and why listening skill is important among them. After that the discussion about video clips over audio material is presented. The chapter ends with a description of authentic materials followed by Krashen's monitor model.

2.1 Methods in Language Teaching:

English language teaching has seen various changes in terms of teaching methods that has been very active since 1900s. New approaches and methods came into being throughout the twentieth century. Some achieved wide range of acceptance and popularity at different times but were then replaced by newer ideas and theories. Examples of this kind include Direct Method, Audiolingualism, and the Situational Approach. Some methods such as Communicative Language Teaching were adopted universally. At the same time some alternatives to mainstream approaches such as the Silent Way, Counseling-Learning, Suggestopedia, Total Physical Response, Multiple Intelligences, Neurolinguistic Programming and the Lexical Approach have always found some levels of support within language teaching though these did not get wider acceptance or use (Richards & Rodgers, 2001). My interest in this research is on the methods where audiovisual technique in teaching is important. Two of the methods among these are Audiolingual Method and Communicative Language Teaching. These methods have been described in brief in the following section.

2.1.1 The Audiolingual Method:

According to structural linguistics, a theory from where Audiolingualism was derived, "the primary medium of language is oral: Speech is language" (Richards & Rodgers, 2001, p.55). As we learn to speak before we learn to read or write, it was argued that language is primarily what is spoken and secondarily what is written. As a result, it was said that speech had a priority in language teaching. This scientific approach to language analysis led to a scientific approach to language teaching. In a report prepared for the 9th International Congress of Linguists in 1961, the American linguist William Moulton suggested the linguistic principles on which language teaching methodology should be based. The principles are, Language is speech, not writing; A language is a set of habits; Teach the language, not about the language; A language is what its native speakers say, not what someone thinks they ought to say; Languages are different (as cited in Richards & Rodgers, 2001, p. 55). This is the theory of language teaching that is the basis of the Audiolingual Method. Two of the principles of Audiolingualism that are of our interest are;

- Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form. Aural-oral training is needed to provide the foundation for the development of other language skills (Richards & Rodgers, 2001, p. 57).
- The meanings that the words of a language have for the native speakers can be learned only in a linguistic and cultural context and not in isolation. Teaching a language thus involves teaching aspect of the cultural system of the people who speak the language (as cited in Richards & Rodgers, 2001, p. 57).

Thus, the Audiolingual method very nicely explains the importance of providing second language learners with audiovisual materials.

2.1.2 Communicative Language Teaching:

The Communicative Approach in language teaching starts from a theory of language as communication. The goal of language teaching in Communicative Approach is to develop communicative competence among learners (Richards & Rodgers, 2001, p. 159). In order to do so, it is important that they learn how to communicate in the target language. According to Communicative Language Teaching, learners learn the language not by studying about the language but by using it. The proponents of Communicative Language Teaching argue that the best way to be able to communicate in a language is to learn it by using it. Some of the principles of communicative language teaching that are of our interest have been described below:

- Whenever possible, 'authentic language' – language as it is used in real context should be introduced.

- Being able to figure out the speaker's or writers intentions is part of being communicatively competent.

- One function can have many different linguistics forms. Since the focus is on real language use, a variety of linguistic forms are presented together. The emphasis is on the process of communication rather than just mastery of language forms.

- Students should work with language at the discourse or suprasentential (above the sentence) level.

- The social context of the communicative event is essential in giving meaning to the utterances (Larsen-Freeman, 2000, p. 125-127).

The above mentioned principles provide a lot of reasons for using video clips in language class. Video clips provide 'authentic language'; they help learners figure out the speaker's

intention; they provide different linguistic forms; learners have the social context of the dialogues and so on.

2.2 The Four Language Skills:

The ability to communicate in a language is not a single unified skill. The language ability has been divided into four separate skill areas namely listening, reading, speaking and writing. Listening and reading are known as the receptive skills where speaking and writing are known as the productive skills. According to SIL international (1999), the four basic skills are related to each other by two parameters:

The mode of communication: oral or written.

The direction of communication: receiving or producing the message.

Most instructors try to incorporate all the four skills together in their lesson plan. The reason behind this practice is that all the skills are related to each other. A single skill cannot be there alone. However, some courses may focus more on one set of skill or other due to the course and learners' objectives. When learning a new language both second language learners and children learning their first language generally follow the following order of acquisition:

Listening: The learner hears a new item (sound, word, grammar feature, etc.)

Speaking: The learner tries to repeat the new item.

Reading: The learner sees the new item in written form.

Writing: The learner reproduces the written form of the item ("Teaching the Four Skills," n. d.).

These four skills have been discussed briefly in the following sections.

Listening skill: Listening comprehension is the receptive skill in the oral mode. It is used most widely in people's daily lives. In addition, teaching the learners a lot of listening activities is a good way of enlarging their vocabulary (Chun, 2006).

Reading skill: Reading is the receptive skill in the written mode. It is an important way of gaining information in language learning and it is a basic skill for a language learner. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly (Chun, 2006).

Speaking skill: Speaking is the productive skill in the oral mode. It is often connected with listening. For example, the two-way communication, the relationship of the communication between the teacher and the students in the class, makes up for the defect in communicative ability in the traditional learning. This relationship is connected with the communicative activities between two people. It can create a fresh environment for speaking language (Chun, 2006).

Writing skill: Writing is the productive skill in the written mode. It often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way (SIL International, 1999). It provides a learner with physical evidence of his achievements and s/he can measure his/her improvement (Chun, 2006).

2.2.1 The Importance of Listening Skill in Language Teaching:

According to Harmer (1998), "One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents - rather than just the voice of their teacher with its own idiosyncrasies. In today's world, they need to be exposed not only to one variety of English but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English (p. 97)." As we know, there are a lot of varieties of English present in today's world; it is not enough for learners to listen to the instructor only, as they get exposed to only one variety and accent of the language. Moreover, in most cases instructors of ELT in Bangladesh are non-native speakers of English. As a result, they cannot imitate the accent of the native speakers. If learners can be exposed to conversations among native speakers it will be easier for them to follow accents of the native speakers in their real life.

Harmer (1998) mentions a second reason of incorporating listening text in language class. According to him, "The second major reason for teaching listening is because it helps students to acquire language subconsciously even if teachers do not draw attention to its special features. (…) Exposure to language is a fundamental requirement for anyone wanting to learn it. Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress" (p.108). Instructors can only draw the learners' attention to grammar and vocabulary and to some extent pronunciation. However, they cannot teach rhythm, intonation, pitch and stress. Listening to texts helps students a lot in picking up these special features of the target language. Harmer (1998) also thinks that listening is special because spoken language, especially when it is informal, has a number of unique features including the use of incomplete utterances, repetitions,

hesitations etc. However, because of its special characteristics, instructors need to ensure that students are well prepared for listening and that they are clearly able to hear what they listen to.

2.2.2 Why Video Clip, not Audio Tape:

In recent years, foreign language teachers are using more audiovisual materials because of readily available equipments and facilities provided by modern technology. However, it is not the only reason of using video clips in language class. The reality is that video clips can add a special extra dimension to the learning experience. Video clips are perfect vehicles for introducing students to different types of popular culture and engaging them with critical questions about the relationship between information and power, through the critical analysis of sociopolitical issues and intercultural relationships (Chan & Herrero, n. d., p.11).

Instructors choose video clips rather than audio tape in language classes because there are some obvious benefits of video over audio clips. Harmer (1998) thinks video is richer than audio tape. Speakers can be seen. Their body movements give clues as to meaning, so do the clothes they wear, their location, etc. Also, background information can be filled in visually (p. 108). As learners cannot see the speakers in an audio tape, they have to rely solely on what they hear and cannot decide if the speakers are referring to something else. It also becomes difficult for them to get the context of the conversation resulting in difficulty in finding out the meaning. On the other hand, in a video clip, as they can see the speakers, they know their attitude, mood, can guess their intentions and as a result, can infer the hidden meaning, if there is any, of the conversation. Also, the physical background of the scene helps them to have an idea of the setting of the target culture.

2.2.2.1 Benefits of Using Video Clips:

According to Chan & Herrero (n. d.), the use of video clip with the support of structured materials can help students develop all four communicative skills (speaking, reading, writing and listening). Audiovisual material enables them to develop a critical understanding, encouraging them to use language in a creative way. Learning languages through video clips can increase language learners' intercultural understanding, as well as helping them to become aware of the similarities and differences between cultures, such as everyday life, education, traditions, social customs, religious beliefs, and events of national importance (p. 13).

In his book "The Practice of English Language Teaching" Harmer (2001) mentions some reasons why instructors should use video clips in language classroom:

- Seeing language in use: through video, learners do not just hear the language, they see it too, and that aids comprehension because in most cases the general meaning and moods are often conveyed through expression, gesture and other visual clues. As a result, learners can interpret the text more deeply.

- Cross-cultural awareness: video allows learners a look at situations far beyond their classroom. They also have a chance to see such things as what kind of food people eat in other countries and what they wear.

- Motivation: above all, learners show an increased level of interest when they have a chance to see language in use as well as hear it.

Some more benefits of watching video than listening to audio tape has been mentioned in the book *Teaching Practice Handbook* by Gower et al. (1995):

- Video is generally easier to understand because of the visual clues available. In fact sometimes no listening skills are needed to understand the actions.

- Video is very useful if more than one person is speaking: in a conversation with overlapping dialogue, unfinished sentences, interjections; etc.

- Video is more like real life. Unless they are on the telephone or radio, we can usually see the person we are listening to. As a result, watching video is usually more motivating.

Chan &Herrero (n. d.) also listed some benefits of using video in language teaching. According to them:

The use of video clip in the classroom or as an outside school activity can uphold the motivation of the learners, because of its playful component. Using video clips through specific task activities provides an ideal vehicle for active learning, as well as encouraging interaction and participation. The communicative potential of its use has been commended:

• it facilitates comprehension activities that are perceived as 'real';

• it creates a curiosity gap that facilitates the exchange of opinions and ideas about the clip;

• it helps to explore non-verbal elements;

• it improves oral and aural skills;

• it provides meaningful contexts and vocabulary, exposing viewers to natural expressions and natural flow of speech.

Moreover, video clips can be used just for enjoyment, creating a positive atmosphere in the classroom, which can enhance motivation. It can provide a

stimulus for other activities, such as listening comprehension, debates on social issues, raising intercultural awareness, being used as a moving picture book or as a model of the spoken language (p. 11).

2.2.2.2 Problems in Using Video Clips:

Despite all these benefits, video clips can sometimes be less useful for teaching listening than audio tape precisely because, "with the visual senses engaged as well as the audio senses, students pay less attention to what they are actually hearing (Harmer, 1998, p.109)." this is the reason why instructors need to pay extra attention to the tasks in order to keep the learners attentive to the class. Harmer (1998) says, "Video brings an extra dimension to the class and can be most enjoyable. Used, carelessly, however, it soon looses any special quality and becomes instead a kind of second-rate television (p.109)." Harmer (2001) mentions some of the problems that instructors face while showing video in the classroom:

- The 'nothing new' syndrome: just switching on a video in the classroom is not motivating for a television viewing population. Both the video and the tasks have to be interesting so that it does not replicate home television viewing.

- Poor quality tapes and disks: poorly filmed material does not engage learners who are used to something better. While using video tapes, instructor has to decide whether the quality is sufficiently good to attract the learners' interest.

- Poor viewing conditions: the monitor should be big and clear enough to ensure that all the students can see and hear the video properly.

- The length of extracts: sometimes instructors get confused about whether to show learners the whole program or to show a short extract of about two to

three minutes. Usually, it is preferable to show short extracts because a full program can send learners to sleep.

- Fingers and thumbs: sometimes instructors find themselves struggling with the machine that becomes frustrating for both the learners and the instructors (p. 283).

These problems can be eliminated if instructors take preparation beforehand. In order to minimize the negative effects of video clips, instructors have come up with a number of techniques some of which are, playing the tape without sound, Playing the tape covering the picture, freezing the picture, dividing the class in half and many more (Harmer, 1998, p.109).

2.3 Authentic Material:

There are a number of definitions of authentic material. In their book "Teaching Practice handbook," Gower, Phillips, and Walters (1995) give a good definition of authentic material. According to them, "Anything a native speaker of English would hear or read or use can be described as authentic: theatre programmes, newspapers, magazines, poems, songs, films or video – the list is endless. Because authentic materials are not designed for the EFL students they are not graded for level, although some are obviously more difficult to understand than others" (p.82). Some of the other definitions are given below.

Harmer (1991) defines authentic texts as "materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language." Jordan (1997) refers to authentic texts as "texts that are not written for language teaching purposes". Peacock (1997) describes authentic materials as materials that have been produced to fulfill some social purpose in

the language community. In short, "authentic materials are materials that can be used with the students in the classroom and that have not been changed in any way for ESL students (as cited in Tamo, 2009).

However, as these materials are not prepared for the learners of the language, sometimes these can become difficult for them. This is the reason why instructors need to select the material carefully keeping the needs and interests of the learners in mind and also decide what the students are to do with the material. The same piece of authentic material can be used at different levels; an easier task can be set for lower level learners and more difficult tasks for higher level learners.

2.3.1 Benefits of Using Authentic Material:

Some reasons why instructors should use authentic materials in the classroom are given below:

- For most students authentic materials, because they are 'real', are intrinsically more interesting and motivating and they give learners confidence when they understand them.

- They provide example of language as it is really used. By being exposed to authentic materials learners have the opportunity to acquire or 'pick up' language.

- The real cultural content of many authentic materials encourages involvement and comparisons.

- Authentic materials lend themselves to authentic tasks: for example, getting information learners may really need if they are planning a trip, listening to songs for pleasure, reading the menu of a restaurant they are going to eat in; etc.

- The use of authentic materials can be effectively linked with ways of helping learners be more independent learners: making predictions and guesses, using reference books.

- Authentic materials keep students informed about what is happening in the world. As a result, they have an intrinsic educational value.

- Textbooks often do not include incidental or improper English.

- The same piece of material can be used under different circumstances if the tasks are different.

- Authentic materials support a more creative approach to teaching (Gower et al., 1995, p. 83; Tamo, 2009).

Therefore, using authentic material in a language class gives extra benefit to the teaching learning experience.

2.3.2 Problems of Using Authentic Material:

Despite all these advantages of authentic material, instructors face some problems while using it in the classroom. Some of the disadvantages of using authentic material described by different researchers are:

- Authentic materials may be too culturally biased making them unnecessarily difficult to be understood outside the language community.

- The vocabulary might not be relevant to the student's immediate needs.

- Too many structures are mixed in there making them difficult for lower level learners.

- Special preparation is necessary which can be time consuming.

- Too many different accents can be heard which can cause some confusion.

- The material can become outdated easily, e.g. news.

- There are many headlines, adverts, signs, and so on those require good knowledge of the cultural background (Tamo, 2009).

2.3.3 Authentic Material in Listening:

The debate about authentic material is an important issue in teaching listening skill as well. If, for example, a tape of a political speech is played to complete beginners, they won't understand a word. If, on the other hand, a realistic tape of a telephone conversation is played to them, they may learn much more about the language and will start to gain confidence as a result (Harmer, 1998, p. 98). That is, the material needs to be selected according to the level of the learners. If the material is too difficult for them they will not understand anything and as a result learning will not take place and vise versa.

Moreover, it is not enough to take an authentic material to the classroom and teach with it. Instructors need to find something that fits in with the class's program of work and also is interesting and accessible (Gower et al., 1995, p. 83). Long tapes on subjects which learners are not interested in at all will be demotivating for them and they will not pay attention to it. As a result they will not understand anything and the listening will be useless.

Also, the instructor needs to make sure that the material is well exploited and is accompanied by suitable tasks. For example, the same authentic material can be used with lower level students with easier tasks and with higher level students with harder tasks.

This issue of comprehensibility and difficulty has been well addressed in Krashen's 'monitor model'.

2.4 Krashen's 'Monitor Model':

Stephen Krashen, a linguist, educational researcher and activist, proposed an innatist theory of second language acquisition that has a very great influence on second language teaching practice. Originally called the 'monitor model', this theory consists of five hypotheses. These are: 1) the acquisition-learning hypothesis; 2) the monitor hypothesis; 3) the natural order hypothesis; 4) the input hypothesis and 5) the affective filter hypothesis (Lightbown & Spada, 1999, p.38). Among these five hypotheses, the fourth one is of our interest in this study. Therefore, 'the input hypothesis' has been discussed in the following section.

2.4.1 The Input Hypothesis:

Krashen claims that learners acquire language in only one way – through exposure to 'comprehensible input'. That means learners acquire language best by understanding input that is slightly beyond their current level of competence (what Krashen calls i+1) (Lightbown & Spada, 1999, p. 38; Richards & Rodgers, 2001, p. 182). Therefore, the input that learners get in their language class needs to be a step ahead of their current level so that they can understand the material and at the same time have something new to learn. If the input is more difficult than the learners' comprehension, they will not learn anything from it. This is why; "The instructor has to choose video materials according to the level and interest of the learners. If it is too difficult or too easy the students will not be motivated. If the content is irrelevant to their interest, it may fail to engage them" (Harmer, 1998).

Therefore, video clips, being authentic materials, should be chosen carefully so that they can match the learners' current level. Also, the tasks accompanying these materials need to be challenging and interesting enough in order to keep the learners motivated towards the lesson.

Chapter Three: Research Methodology

This chapter explains the methodology of the study to gather learners' feedback on the use of audiovisual materials in second language classroom. The research hypothesis will be mentioned in the background section. The other parts will describe the participants, the nature of the research, the research instruments employed for data collection, the research design and procedures and the methods of analysis.

3.1 Background Information:

The best way to gather quantitative data about something from a sample of participants is using a questionnaire. It helps to extract the required information in a standardized way through a set of questions from a large number of respondents making it internally consistent and coherent for analysis. Malhotra (2006) states, "A questionnaire is a formalized set of questions for obtaining information from respondents." The objective of a questionnaire is to translate the researcher's information needs into a set of specific questions that the respondents are able to answer. According to Taylor-Powell (1998), "A questionnaire provides a tool for eliciting information which [one] can tabulate and discuss. In many evaluations, a questionnaire serves as the major source of information."

There can be two types of questionnaires. They can either be in the form of a self-administered questionnaire where the respondents are requested to complete the questionnaire in their own time or in the form of a structured interview, where the interviewer (very often the researcher) writes down the answers of the respondents during a telephone or face-to-face interview. A self-administered questionnaire has been used in this survey as the respondents answered the questions by their own taking their own time. The reason behind choosing self-

administered questionnaire in this case is that participants feel more comfortable when they are allowed to give responses taking their own time. As a result, it generates more spontaneous information.

3.2 Participants and Settings:

The participants of this study were first and second semester university students ranging in the age group of 18 – 20 years. The study was conducted in some of the public and private universities of Bangladesh where the medium of instruction is English. All the students' first language is Bangla and they are learning English as a second language. All of them have learnt English in their schools and colleges but most of them did not have exposure to audiovisual materials in the classroom. In Bangladesh, some of the English medium schools use video clips in second language instruction but none of the Bangla medium schools and colleges have this practice. However, all of the universities more or less use video clips in language classrooms as materials of second language instruction. This is why; I have chosen tertiary level students as respondents of my study.

3.3 Nature of the Research:

3.3.1 Primary Research:

The research is a primary research. Primary researches are those where the data is gathered from direct sources rather than from secondary sources in order to obtain original information (Brown, 1988, p.2). Here the data has been collected from a group of students of English learning as a second language. This is why the research is a primary research.

3.3.2 Qualitative & Quantitative Research:

This study is a combination of qualitative and quantitative research. Researches where numerical data is used in order to analyze the gathered information are called quantitative research. According to Mackey & Gass (2005), "Quantitative research generally starts with an experimental design in which a hypothesis is followed by the quantification of data and some sort of numerical analysis is carried out" (p.2). Quantitative data includes closed ended information. In qualitative studies, on the other hand, "the data cannot be easily quantified, (…) and the analysis is interpretive rather than statistical" (Makey & Gass, 2005). Qualitative research includes open ended questions where the participants can express their own thoughts and the answers cannot be measured through numerical data. Where, quantitative research is objective, qualitative research is more subjective. In this study, both closed ended and open ended questions have been used and the analysis includes both numerical measurement and interpretive analysis. This is the reason why the study is a combination of qualitative and quantitative research.

In brief, the research was a primary research where a combination of quantitative and qualitative method has been adopted.

3.4 Research Design:

3.4.1 Procedure:

The research was done in the language classrooms of different universities of Bangladesh. 172 students in total participated in the study. The participants were given a questionnaire and were asked to respond based on their belief and experience of the topic. They were briefed that their responses were meant for research purposes and not related to their

evaluation process. I myself distributed the questionnaires and was present with the participants while they were filling them up to explain all the items in the questionnaire to the participants clearly in order to prevent any misunderstanding. Moreover, I provided help whenever they faced any problem understanding the questions.

3.4.2 Research Instruments for Data Collection:

In this research, self-administered structured questionnaire has been used to collect the participants' feedback on the use of video in language class. The questionnaire consisted of 11 questions among which 4 were open ended questions and 7 were closed ended questions. Questions that respondents answer in their own words are called open-ended questions. They are also referred to as free-response or free-answer questions. They enable the respondents to express general attitudes and opinions that can help the researcher interpret their responses to structured questions. Open-ended questions allow the respondents to express their attitudes or opinions without being restricted to the predefined alternatives. Thus, they can be useful in identifying underlying motivations, beliefs, and attitudes (Malhotra, 2006, p. 182). On the other hand, closed-ended questions "specify the set of responses as well as their format. They may offer multiple-choices, or a scale" (Malhotra, 2006, p. 183). In a closed-ended question, respondents have a set of responses to choose from and cannot give any other response by their own.

In this study, the open-ended questions required the respondents to mention the topic of the videos that they watched and the tasks that they did after watching the videos. They were also asked to mention if they faced any problem while watching the videos and if they had any recommendation regarding this issue. Among the seven closed-ended questions, two were

Dichotomous questions (questions that ask respondents to answer in a 'yes' or 'no'), one was Leading question (question that forces the respondents for a particular type of answer) and one was Bipolar question (having two extreme answers written at the opposite ends of the scale and the respondents are asked to mark their responses between those two). The rest of the three closed-ended questions were Likert scale questions (questions that help to ascertain how strongly the respondents agree to a particular statement) each having a number of sub-questions in them ("Different Types of Questions in Questionnaire Design," n. d.). Some of the sub-questions were positive where the others were negative. It was done in order to make the responses valid and reliable.

3.4.3 Methods of Analysis:

After collecting the responses, the information collected from the open-ended questions were analyzed. The data collected from the closed-ended questions was entered into spreadsheet and then was made compatible for SPSS/ Minitab analysis. The responses from the likert scale questions were converted into scale of 100 using the general formula of SUS (System Usability Scale) (Brooke, 1996; Sauro, 2011).

After that, the mean of each response was calculated in order to find out the average response. Arithmetic mean is the best way to measure central tendency of a sample data. It is "the sum of the data values divided by the number of observations" (Newbold, Carlson and Thorne, 2008, p. 47).

In order to calculate the margin of error, the standard deviation of the mean was calculated. The standard deviation is a numerical value used to indicate how widely individuals in a group vary. If individual observations vary greatly from the group mean, the standard

deviation is high and vice versa ("Statistics and Probability Dictionary," n. d.). Using the standard deviation, at the end, the margin of error was calculated in order to keep the results as precise as possible. Since a sample does not include every member of the population of interest, the sample value may differ from the population value. A way to express this difference is by using the margin of error, "a measure of the precision of a sample estimate of the population value" ("Margin of Error in Surveys," n. d.).

The scores found after the calculation is then analyzed for the final result. Scores that are more than 70 have been considered as high and thus the statements related to those scores are considered to have no problem. However, statements that obtained scores that are less than 70 are considered as problematic issues and are of my interest in this research.

Chapter Four: Results and Discussion

The data obtained from the questionnaire have been presented, analyzed and interpreted in this chapter.

4.1 Presentation and Analysis of the Questionnaire:

4.1.1 Presentation:

As mentioned in the previous chapter, it has been thought that ESL learners would be more comfortable to express their opinions in writing. This is why a written questionnaire was designed in order to obtain their responses on the use of video in the class. There were eleven questions in total in the questionnaire all of which were related to the use of video during English language classroom session.

4.1.1.1 Items in the Questionnaire:

There were 4 open ended questions that (question no. 3, 6, 10 & 11) required the participants to mention the topic of the last video they had watched; the tasks that they did after watching the video; if they faced any problem during the whole video watching process; and if they had any recommendation regarding the issue. Participants were expected to respond to these questions based on their observation, knowledge and experience as ESL learners having exposure to video clips in the language class.

Among the seven closed-ended questions, the two dichotomous questions (question no. 1 & 5) required the respondents to mention if they had watched any video in their language class; the answer to which was "yes" for everyone and if there was any task afterwards which was again a "yes" for everyone. The leading question (question no. 2) required the participants to

mention the number of the video watched in the class and the bipolar question (question no. 9) required them to rate the effectiveness of watching video in language class. The rest of the three questions (question no. 4, 7 & 8) were likert scale questions having a number of sub-questions in each of them. The set of questions in question no. 4 were about the videos watched in the class, the set of questions in question no. 7 were about the tasks done after watching the videos and the set of questions in question no. 8 were about the learners' whole experience of watching videos in the class.

The responses to both open-ended and closed-ended questions have been analyzed and discussed in the next section. The results have been presented in tabulated and non-tabulated manner.

4.1.2 Analysis and Discussion:

4.1.2.1 Analysis of the Closed-ended Questions:

Question no. 1 & 5:

The response to the first question, where it was asked if the respondents watched video clips in the class, was "yes" for all the respondents. This does not mean that all of the universities or all of the ESL instructors use video clips in the language class. I talked to a number of tertiary level ESL instructors half of whom do not use video in their class. Therefore, at first I contacted ESL instructors who use video clips in order to make sure that the respondents have watched video clips in their language class. Otherwise the whole survey would have no meaning. This is the reason why all the responses are positive in the first question.

All of the respondents chose "yes" for question no. 5 as well which means that they did tasks after watching the videos.

Question no. 2:

52% of the respondents responded that they watched video clips for more than four times in their language class. 30% respondents said that they watched thrice, 12% respondents said that they watched twice and 6% respondents said that they watched video clip once in their language class. It means that ESL instructors who use video clips for instruction use it frequently in their classes. The responses have been presented in the following table.

Q. How many videos have you watched?	Responses	Percentage
1	89	52%
2	51	30%
3	20	12%
4 or more	11	6%

Table 4.1: Response to question no. 2

Question no. 9:

As it was a bipolar question having a scale of 5, while analyzing the data, the top two tires were considered (in this case, rating of 4 and 5) in order to understand the importance of the topic. '3' has been discarded because it can be assumed that respondents who chose '3' were unsure. The mean score has not been counted here because mean will weaken the score of importance. Therefore, using the following formula,

$$\frac{\sum_{i=4}^{5} x}{n}$$

the final score of the responses is 88.88% that yields that 88.88% respondents think that watching video in language class is effective for language learning.

4.1.2.1.1 Likert Scale Questions:

As mentioned in the previous chapter, the likert scale questions had two kinds of sub-questions, positive questions and negative questions. The responses to these questions have been converted into scale of 100. Responses to positive questions were converted through the following equation:

Converted Score, Y = (X-1) *25

and responses to negative questions were converted through the following equation:

Converted Score, Y= (5-X) * 25

For example, question no. 4a "The video was related to my study" is a positive question and thus will fall under the first equation. On the other hand, question no. 7e "I faced difficulties to understand the tasks" is a negative question and as a result will fall under the second equation.

After that, the mean of each response has been calculated through the following equation: $x = \frac{\sum_i^n x}{n}$

And at the end, the following equation has been used to find out the standard deviation of the responses from the whole sample:

$$\sigma = \sqrt{\frac{\sum (x - \bar{x})^2}{n}}$$

which was then used to calculate the margin of error:

$$E = \frac{\sigma}{\sqrt{n}}$$

The analysis of the 3 sets of likert scale questions, using the above formulas, has been presented below. In order to make the analysis of the final score easy, the negative questions have been converted into positive questions while converting the responses into scale of 100 (it has been described in section 4.1.2.1.1). Thus, for me and for the readers to understand the results easily, the negative questions have been rewritten positively (without changing meaning) in the tables and graphs. The original questions have been given within brackets beside the changed ones in the tables.
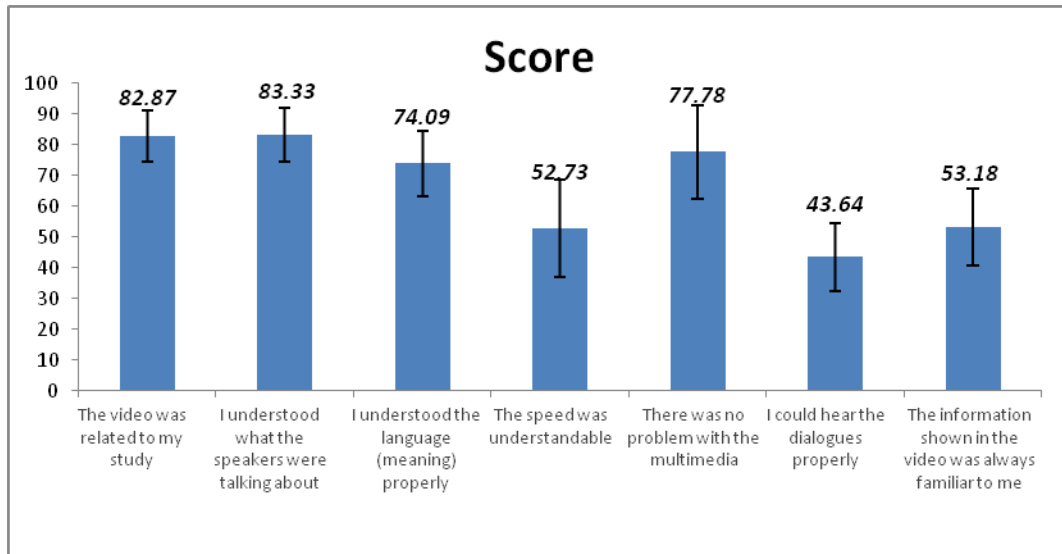
Question no. 4:

This set of questions was about the videos used in the language class. The results derived have been presented in the following table.

Questions	Score	Margin of error
The video was related to my study	82.87	8.5%
I understood what the speakers were talking about	83.33	8.6%
I understood the language (meaning) properly	74.09	10.6%
The speed was understandable (orig. The speed was too fast for me)	52.73	15.8%
There was no problem with the multimedia (orig. There were problems with multimedia)	77.78	15.2%
I could hear the dialogues properly	43.64	11.04%
The information shown in the video was always familiar to me	53.18	12.5%

Table 4.2: Response to question no. 4

The following graph represents the table 4.2.

Graph 4.1: Response to question no. 4

In the above table and graph, it can be seen that except the 4th, 6th and 7th question, all the other responses have high score. The low score in the 4th question suggests that the learners face difficulties to keep pace with the video clips. The video clips are too fast for them. It may also mean that the level of the video clips chosen is too high than the level of the learners. The low score in the 7th question suggests that the information shown in the videos is not familiar to the students. They cannot relate to the video clips. It can also be considered as a problem because if the learners cannot relate to the information shown in the video clips, they will not be interested towards these as well as towards the tasks. It will have a negative impact on their motivation.

The above two problems suggest that material developers or instructors need to be more careful in terms of the level of the video clips while choosing them for the language classes.

Besides, the low score in the 4th question shows that the learners face difficulties in hearing the dialogues suggesting a poor quality sound system in the classroom. It is a problem

because if the learners cannot hear the dialogues properly, they will not be able to understand the text properly and as a result, the whole lesson will fail to have the desired impact.
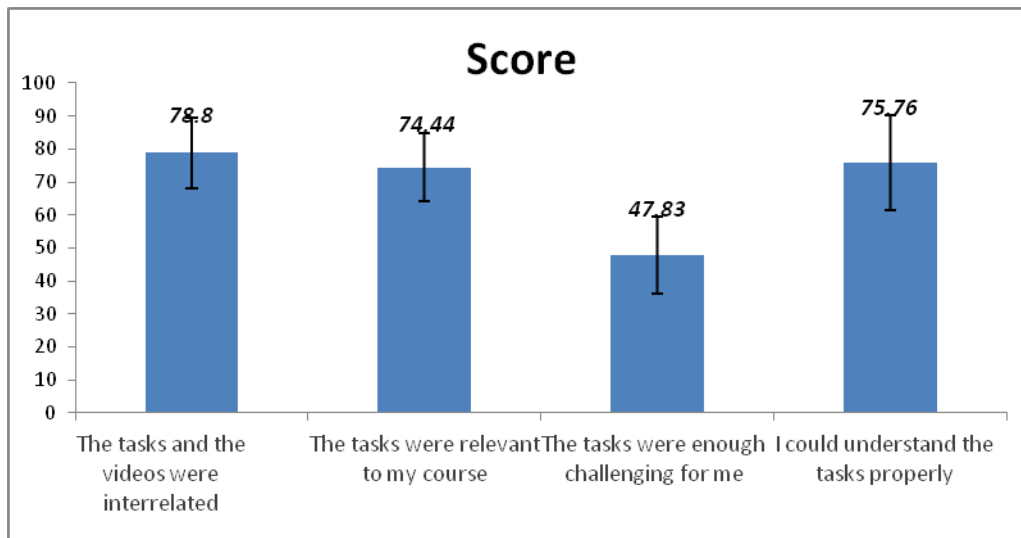
Question no. 7:

This set of questions was about the tasks done after watching the videos. The results have been presented in the following table.

Questions	Score	Margin of error
The tasks and the videos were interrelated	78.80	10.64%
The tasks were relevant to my course	74.44	10.19%
The tasks were enough challenging for me (orig. The tasks were too easy for me)	47.83	11.76%
I could understand the tasks properly (orig. I faced difficulties to understand the tasks)	75.76	14.45%

Table 4.3: Response to question no. 7

The following graph represents table 4.3.

Graph 4.2: Response to question no.7

The information presented in the above table shows that the third question derived a very low score which suggests that the tasks related to the video clips should be more challenging to the learners. This is because, if the tasks are too easy for the learners, they will lose interest of

doing the tasks. Moreover, they will not learn anything new if the tasks are not enough challenging for them.

Therefore, while designing tasks instructors or material designers need to keep the learners' level in mind so that they can design tasks that are suitable to their level.
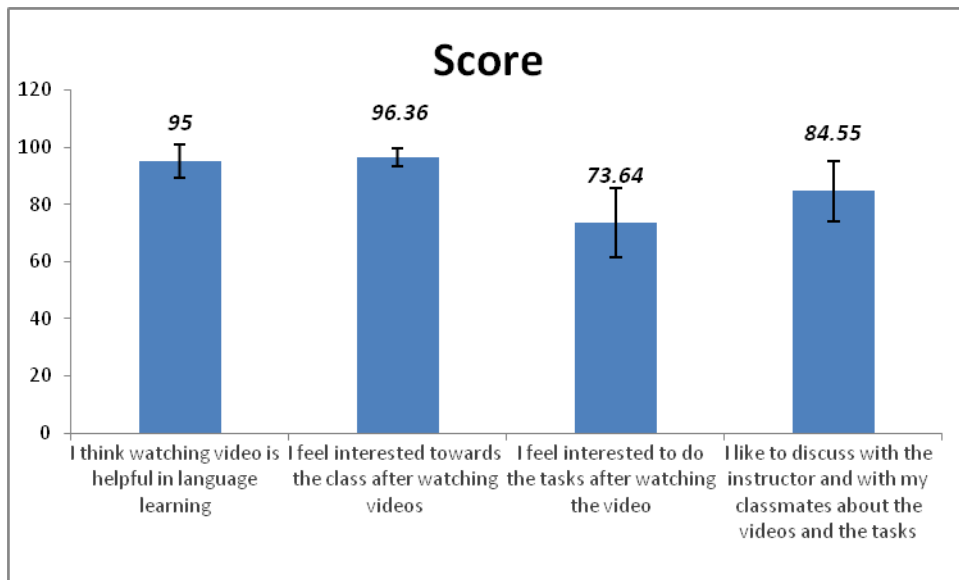
Question no. 8:

This set of questions was about the whole video watching experience of the learners. The results derived from this set of questions have been presented in the following table.

Questions	Score	Margin of error
I think watching video is helpful in language learning	95.00	5.86%
I feel interested towards the class after watching videos	96.36	3.26%
I feel interested to do the tasks after watching the videos (orig. I don't feel like doing the tasks after watching the videos)	73.64	12.18%
I like to discuss with the instructor and with my classmates about the videos and the tasks	84.55	10.41%

Table 4.4: Response to question no. 8

The following graph represents table 4.4.

Graph 4.3: Response to question no. 8

The above table shows that all of the four responses derived very high score suggesting that watching video clips in language class has a very good impact on the learners. They think that watching video in language class helps in language learning and they feel interested towards the class if there is video clip in the lesson.

The margin of error in all the responses explains the possible deviation of the results. Since the survey was done with a sample of the population, it is possible that there can be some variation in the actual result. The score of the margin of error explains this variation. For example, the margin of error in the last question of the above table is 10.41%. It suggests that the actual score of the response can vary from 74.14 to 94.96.

4.1.2.2 Analysis of the Open-ended Questions:

Questions no. 3:

This question required the respondents to mention the topic of the last video that they watched in their language class. A variety of responses were derived from this question. Some of the topics were Advertisements, Interviews, Speeches of famous persons, Documentaries, Movie clips and so on. The above responses suggest that instructors incorporate various types of video clips in their lesson.

Question no. 6:

This question required the respondents to mention the tasks given after watching the video clips. Some of the tasks were, classroom discussion and providing feedback on the video clips, writing paragraph on the topic, answering multiple choice questions based on the video clips, assignment on collecting information on the topic and so on.

Question no. 10:

This question asked the respondents to mention if they faced any problem while watching the video clips. The problems that came up from the responses have been presented below.

- Most of the responses were about the problem with sound system. Maximum number of students mentioned that they were having problem in understanding the conversation because there was problem with the sound system and they could not hear the dialogues properly.

- A lot of students mentioned that they could not see the pictures properly. The reason behind the visualization problem was the problem of lighting.

- Some of the participants mentioned that the video was too fast for them. They could not follow it properly.

- According to some of the participants, the language was too difficult for them to understand.

- Some of them also mentioned that they didn't find the video clips interesting enough to keep their attention towards it.

Question no. 11:

The last question of the open-ended questions and of the questionnaire as well required the participants to mention if they had any suggestion regarding the issue of watching video clips in the language class. Some of the suggestions given by the respondents are mentioned below.

- Learners should be informed earlier whenever there is a video clip in the lesson plan so that they can get prepared.

- All the learners should remain silent while watching the video clips so that everyone can follow the video clips undistracted. It is the instructor's duty to keep the learners silent.

- New terms in the video clips should be explained by the instructor.

- The video clips should be more interesting.

- There should be better technology in every language class.

- The topics of the video clips should be more various.

Almost all of the students think that watching video in language class is very effective in learning a second language. It helps the learners to get involved in the lesson. They think that it is very helpful for them and they can learn a lot of new and interesting things from it. It generates interaction between the learners and the instructors that helps the learners to improve their speaking skill. Some of the participants mentioned that according to them watching video is more effective than listening to audio. For some of the learners, watching video on a specific topic makes memorization of that topic much easy. Above all, almost all the participants think that more video clips should be incorporated in the lesson plan.

Chapter Five: Recommendation

As stated in the previous chapters, the purpose of this study was to obtain second language learners' perspective on the use of video clip in language class. The study attempted to find out if second language learners face any problem while watching video in their language class. In order to get feedback from the learners, a questionnaire was distributed among 172 tertiary level learners and the responses were then analyzed to find out the problems that they face while watching video clips. The issues detected to be problematic from the analysis of the results have been presented in the following section along with some recommendations to help reduce the problems.

5.1 Problems Detected From the Analysis & Some Recommendations:

5.1.1 Issue 1: The Video is Too Fast:

From the analysis of the responses it was found that learners face problems to keep pace with the speed of the dialogues. It is a problem because if the speech of the video clip is too fast, learners will not understand anything resulting in demotivation. Moreover, the objective of watching video is to learn how the native speakers speak in the target language. If the learners are unable to catch what the speakers are saying in the video clip, the target will not be fulfilled.

In order to minimize the problem, the course designers or the instructors will have to be more careful while selecting materials for the lessons. Before incorporating audiovisual texts in the lesson plan, course designers or instructors will have to measure the learners' proficiency and based on their level, they will have to choose the material. The course designers or the instructors need to keep Krashen's input hypothesis (i+1) in mind in order to make the materials useful for the learners.

5.1.2 Issue 2: Problems with Sound System:

Most of the classrooms do not have proper multimedia to use audiovisual materials. It has a negative effect on the teaching learning process. As learners cannot hear the dialogues properly, they lose interest towards the lesson resulting in zero learning. This problem can be minimized if the attention of the proper authority can be drawn to this issue. There should be enough sound boxes for every classroom along with properly working multimedia.

5.1.3 Issue 3: The Information is not Familiar:

The survey results derived that the information shown in the video clip is not always familiar to the learners. As a result, they cannot relate to the topics resulting in no comprehension and a decrease in their motivation. In order to eliminate this problem the content of the videos will have to be judged carefully before selecting the audiovisual materials to show in the class.

5.1.4 Issue 4: The Tasks are too Easy:

The tasks that the learners do after watching the videos need to be enough challenging for them so that they can learn something from the whole lesson. Otherwise, if the tasks are too easy for them there will be no use of doing the tasks as the learners will learn nothing from it. Therefore, while preparing the lesson plan the tasks need to be developed carefully so that the tasks remain a level higher than the learners' current level.

In brief, the above mentioned recommendations can be followed in order to have better impact of the use of audiovisual materials on the second language teaching learning process.

Chapter Six: Conclusion

Studies have shown that audiovisual materials have a very positive effect on second or foreign language learning. It provides learners with authentic examples of the use of the target language. Learners come across a number of accents, colloquial use, slangs, etc. by watching video clips in the target language. Also, as learners can see the speakers, they know their attitudes, moods, beliefs that help them to infer the hidden meaning, if there is any, of their speech. Moreover, video clips help them to know about the culture of the target language which is a very important part of language learning. This is because knowing a language means knowing the culture of the people speaking that language. It helps the learners to use the language accurately in the target culture. There are many more benefits of watching video in language class that has been described in chapter two.

However, second language instructors sometimes face a number of problems while incorporating videos in language class. These problems affect negatively on the effectiveness of watching videos on teaching leaning process. Also, sometimes it happens that there remain some problems that the instructors do not see but are faced by the learners. In most cases these problems remain unnoticed and thus unsolved. This study tried to find out these problems in Bangladeshi context. In order to do so, a survey was done among a sample of tertiary level ESL learners.

Form the results of the survey; it has been found that there exist a number of potential problems that hamper the outcome of using video in language class. Most of the times, the video clip is too fast for the learners and they cannot keep pace with it. Also, the content of the video is not always familiar to them. These two problems suggest that material developers or course

instructors need to be more careful keeping the learners' level in mind while choosing videos as materials of second language teaching. Moreover, learners also found the tasks to be too simple for them. This is a problem as well because tasks need to be challenging for the learners so that learning takes place. It suggests that material developers or course instructors should be careful not only while choosing the materials but also while developing the lessons. Another problem that came up was the problem of multimedia which is a very common problem in Bangladeshi context. Almost all of the universities have this problem. The attention of the proper authority needs to be drawn to this issue because it hampers learning environment.

The method of the study was however not free from some limitations. The major limitation is that only 172 students could be selected to participate in the research, which is very small comparing to the total number of students in Bangladesh. Moreover, enough universities could not be covered because of time constraints. If there were enough time for the study the research could overcome these limitations.

In brief, the above mentioned are some of the problematic issues that arise while incorporating video clips in the language classes in Bangladeshi context. In order to get the benefits of using video clips in language classes, these problems need to be solved.

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Appendix: Questionnaire

This survey is being done as a requirement for the completion of a post graduation degree (MA in English). Thank you for your co-operation in this regard.

<u>Questionnaire</u>

1. Have you recently watched any video in your English Class?
   - ☐ Yes ☐ No ☐ Don't remember
2. How many videos have you watched in this class till now?
   - ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more
3. What was the last video about?

4. Please rate the following statements about the videos you have watched in your class, in the scale of 1-5, where 1 is strongly disagree and 5 is strongly agree.

	Strongly disagree		Neutral		Strongly Agree
	1	2	3	4	5
The video was related to my study	o	o	o	o	o
I understood what the speakers were talking about	o	o	o	o	o
I understood the language(meaning) properly	o	o	o	o	o
The speed was too fast for me	o	o	o	o	o
There were problems with multimedia	o	o	o	o	o
I could hear the dialogues properly	o	o	o	o	o
The information shown in the video was always familiar to me	o	o	o	o	o

5. Did the instructor give task after showing the video?
   - ☐ Yes ☐ No ☐ Don't remember

6. What were the tasks? (brief):

7. Please rate whether you agree with the following statements regarding the tasks that you have done after watching the video; in the scale of 1-5, where 1 is strongly disagree and 5 is strongly agree

	Strongly disagree		Neutral		Strongly Agree
	1	2	3	4	5
The tasks and the videos were interrelated	o	o	o	o	o
The tasks were relevant to my course	o	o	o	o	o
The tasks were too easy for me	o	o	o	o	o
I faced difficulties to understand the tasks	o	o	o	o	o

8. Please rate whether you agree with the following statements about watching video in language class; in the scale of 1-5, where 1 is strongly disagree and 5 is strongly agree.

	Strongly disagree		Neutral		Strongly Agree
	1	2	3	4	5
I think watching video is helpful in language learning	o	o	o	o	o
I feel interested towards the class after watching videos	o	o	o	o	o
I don't feel like doing the tasks after watching the videos	o	o	o	o	o
I like to discuss with the instructor and with my classmates about the videos and the tasks	o	o	o	o	o

9. Based on watching videos and doing tasks in class, on a scale from 1 to 5, how would you rate its effectiveness/usefulness?

Not effective				Most effective
1	2	3	4	5

10. Would you like to mention any other problem of watching video in the classroom?

11. Would you like to give any suggestion regarding video watching in language class?

Thanks a lot ☺