



Pedagogic Advantages of Extensive Comprehensible Input Through the Use of Videos in Foreign Language Classroom Settings

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Abstract- Education and technology have been interlinked since many centuries but in the past few years this correlation has evolved and revolutionized the educational institutes and process of learning globally. The applications of technological advances such as audio-visual aids in the field of education has changed the whole scenario of learning into a more communicative and informative mode. The technological revolutions around the world have made a positive impact on the educational institutes and pedagogics in terms of facilitating the teachers and students with a number of technical and web based tools to ensure as well as enhance the learning capabilities of both instructor and pupils. The instructors now a days pay more attention towards the teaching related technologies to enhance the understanding, learning and motivation of students and this ultra-change in the traditional learning process can only be catered by altering the teaching organizations and curriculum.

Keywords: audio-visual aids, field of education, learning capabilities

I. INTRODUCTION:

Education and technology have been interlinked since many centuries but in the past few years this correlation has evolved and revolutionized the educational institutes and process of learning globally. The applications of technological advances such as audio-visual aids in the field of education has changed the whole scenario of learning into a more communicative and informative mode. The technological revolutions around the world have made a positive impact on the educational institutes and pedagogics in terms of facilitating the teachers and students with a number of technical and web based tools to ensure as well as enhance the learning capabilities of both instructor and pupils. The instructors now a days pay more attention towards the teaching related technologies to enhance the understanding, learning and motivation of students and this ultra-change in the traditional learning process can only be catered by altering the teaching organizations and curriculum.

Technology directs the instructors to interact with the educational knowledge and information in an innovative way. One of the most efficient digital/web based tool being used in the education sector is the usage of audio-visual aids in the class rooms to stimulate and enhance the learning of students. Diverse styles of visual presentations not only encourages but also results in improvement in the language learning process of students (Wright, 1976). The visual aids such as videos positively impact the process of learning and what matters most is the selection of right kind of videos and used at the right time in the class room. In a survey, it was revealed that the students are more inclined towards the usage of videos in the process of foreign language learning rather than traditional learning methods (Canning-Wilson, 2000). I strongly believe that the use of visual materials during the learning process can impart the extraordinary influence on the learning abilities of students because in a class room the learner uses both his ears and eyes but the eyes play a basic role in his learning. The application of visual aids like videos, in my personal opinion, is one of the extremely influential teaching practices because it is the innate behavior of humans to effectively learn the things that are delivered visually.

The fact that a section of our memory is only engaged by the videos or simply by watching or observing a phenomenon can be well exploited by the instructors to produce a generation of learners that are well-equipped with both communication skills and long lasting influential knowledge. Therefore to explore more productive as well as successful techniques in the field of pedagogics regarding the use of videos, with subtitles or captions, this research puzzle is being chosen. Being a foreign language practitioner, I strongly agree with the idea of using innovative technologies and methods in educational sector because the learners of this modern era are engaged in thousands of activities at a particular time. The instructors must investigate and apply the learning procedures that can not only embark the exceptional learning

abilities in students but also probe into the development of practical skills of students. In this regard, this research is being carried out as I belong to the category of instructors who want their students to be extraordinary in terms of learning and skills. The current study will be of benefit to every individual, either instructor or student, involved in teaching or learning process and it will definitely explore some new aspects regarding the application of videos in foreign language learning process.

II. LITERATURE REVIEW:

In the literature, the gap between the interaction of humans and knowledge is associated with the problem of efficacy of the educational technologies being applied. As a result of emphasis on the use of modern communicative techniques, the utilization of videos in the foreign language learning classes has been tremendously grown. The applicability of video in class room is acknowledged by instructor as well as the learner because of being the rich and valuable information source (Hemei, 1997). Videos clearly help the learners to understand a language due to the secondary contact with the native speakers of the language and can also improve the cultural understanding as well as language pronunciation (Rivers, 1981). Also the videos are an interesting, stimulating and informative source of knowledge that display the true culture of the people whose language is being learned by the students through a communicative experience in the class room.

The important factor stressed by researchers and practitioners regarding the use of videos in foreign language learning is that this technological tool promotes the cognition among students. By using videos in the classrooms, the meaning and purpose of the class task can be very well illustrated in an effective way. The introduction of visualization in the educational process has paved the way for a new direction in the sector of pedagogics (Begin, 2008; Parker, 1979). Visualization of a particular task can help create comfortable learning situations in the class and also aids in development of a more psychologically safe environment for the instructors (Pisarenko & Bondarev, 2016). The problem of insufficient vocabulary prevails in the students but by utilizing videos in the class room this gap can be overcome as videos confer the meaning of unknown terms in a very effective way. A short video of two minutes can display and present multiple and diverse ideas in a single frame and it complements the famous saying that a picture is worth thousand words. It is claimed that videos provide the students with a visual model to imitate and can enhance the cross cultural awareness among the students.

Video allows the representation of the subject under study (Foreign language in this case) in real time scenario (Pisarenko and Krasnoshchekova, 2016). It not only covers the language information but also demonstrates the other aspects of the native environment to the learners (Pisarenko and Arsaliev 2016). Videos successfully integrate the multiple aspects of a language such as phonetics, lexical etc. (Pisarenko and Krasnoshchekova, 2016). Application of videos in language learning is associated with the "picture superiority effect" which states that the ideas and information are tend to be remembered by human brain when displayed in the form of pictures or videos (Berk, 2009). It depends upon the instructor to utilize a video with content related to the class activity and it can deliver remarkable impact on the learner's mind and motivation level (Berk, 2009).

Many researches indicate that the use of visual aids can enhance the knowledge retention and level of understanding of students in classrooms where a foreign language is being taught and learned (Herron, Hanley & Cole, 1995; Herron, 1994). The applicability of videos in the foreign language learning process can enhance the learning skills of the students. The selection of the right and creative content regarding visual aids is dependent upon the instructor and they should take the responsibility of producing skillful students. Also the creativity of students and their educational level are the key factors while designing a course work with these innovative technologies. Therefore this area of research is being observed and explored to find the new facts which can better help achieve the learning goals and can boost the learner's autonomy as well.

Raised Awareness and Repositioning:

The literature states extensive debates on the use of visual aids in the vicinity of classrooms to make sure the active participation of students in the learning process. The video materials are being in foreign language learning with the help of audiovisual technologies. The use of videos for educational purposes has been further categorized into two sections i.e. video courses and video films. Video courses are being designed and created by an author and comprise the particular educational topic as well as task for the learners. The teacher has to follow the educational instructions of the author of video for teaching

purpose in the class room. Video films presents a whole native culture speaking a language thus promotes the need of a technique that is communicative and imparting a learned and positive impact on the students' learning (Pisarenko, 2015; Pisarenko & Arsaliev, 2016; Pisarenko & Krasnoshchekova, 2016).

Video films are being advantageous for language learning purposes because they emotionally influence the students. Therefore, teachers must pay special attention to the content of video as well as the process how students relate to the particular video being used for teaching purpose. The learning can be successfully achieved in two steps i.e. first display the video and then demonstrate them in an organized manner. Videos aid in the learning as well as creates various kinds of physical and mental activities that exploit the visual aspect of students' memory. Displaying a video in the class room promotes an environment of collective learning and brings more focus and concentration of students towards informative learning. The use of videos can stimulate the durability of language learning and information perception (Rieber & Robinson, 2004). The psychological influence of videos can promote the competence in students in terms of communicative activities. All kinds of visual aids can be used positively to enhance the learning capabilities of students as it seems quite interesting to the students of this era to use digital platforms and media in the educational sector.

Being an active as well as reflective member of pedagogics, I believe that the technological innovations must be exploited for the purpose of learning because it can not only facilitate the learning process for both instructor and learner but also it can enhance the concentration of students towards learning and can induce professional competencies among students. But the prime responsibility of teacher in this regard cannot be denied. The instructor must be aware of the video content and the fact that the quality of content that is being delivered by the video should be valuable and influential. It is all defined by the teacher whether to use a complete video film or display it in episodes during different classes and demonstrate to the students about the language culture, phonetics, do's and don'ts etc. This study has broadened my vision regarding the use of videos in foreign language learning classes and has tremendously enhanced my knowledge about the powerful emotional and communicative impact of visual aids on the students' learning process.

Pedagogical Interventions:

As discussed in the previous sections, videos are a useful tool for learning and teaching processes but there must be some principles that should be strictly observed while employing this tool in foreign language learning class. Of course the quality and content of video matters the most in this regard but there are some other requisites that must be followed as well. The quantity of information being delivered by the video must be considered while using it for educational purposes and it must be made sure by the teachers, either by demonstrations, discussions or other activities, that students are acquiring the information in a way that will help them become skillful both academically and professionally. The following features of videos can be functionally used in language learning process (Pisarenko & Krasnoshchekova, 2016):

- **Directive and Operative:** It is explored in terms of students' attention and using subject and artistic features of videos to manage their concentration on learning.
- **Informative and Communicative:** The students are engaged in video's subject and the transfer of knowledge concurrently; beneficially utilized in the process of language learning.
- **Illustrative:** Videos provide an artistic explanation of a subject line; more appealed by the students.
- **Educational:** The expression of certain statements of problem in artistic form and can be discussed later by the students in class thus engaging them in brainstorming and reflective activities as well.
- **Integrative:** To watch videos is an integrative process wherein various thoughts and aspects of language are being integrated i.e. pronunciation, lexical, phonetic etc.

Being a professional and reflective pedagogue I perceive from all the literary facts, researches and case studies, regarding the use of videos in foreign language learning, that only a creative and responsible instructor can interlink the use of videos to educational processes to enhance the competence of learners in terms of knowledge, communication, motivation and integrative learning. I would personally agree with and suggest the coworkers to follow these four proposed stages while designing a language coursework intertwined with the visual technology (Pisarenko & Krasnoshchekova, 2016):

1. **Preliminary Work:** At this stage, the learners are introduced with the film name and are allowed to make assumptions about the concept of film and its characters in the form of phrases and then instructor will guide them about the lexical aspects following each section of video. It basically corresponds to the statement of an education related task.
2. **Perception:** Play the video in parts and then encourage the students to ask questions related to the viewed section of video thus developing the skills to perceive a piece of information.
3. **Control of Understanding:** Here the basic understanding of information is being controlled. The teachers ask questions to students before and after viewing the videos and then engage them in different kinds of tasks just to make them interpret the video in their own perspective.
4. **Development of Oral Speech Skills:** Instructors must establish the communicative activities for learners through discussions about the plot of video, its concept and characters etc.

It must be kept in mind that the technological tools must not waive off the traditional teaching and learning methods rather both of them should be coordinated with each other to make the learning process effective. All these innovative technologies must be coupled with the factors like students' perception and acceptance to the tool and learning margin of them because not any random kind of video can be used in learning process rather it should be according a benchmark set by the expert pedagogues of foreign language learning.

III. CONCLUSION:

Languages are constantly evolving same like digital media and tools such as radio, television, films etc. They are considered to be a quite rich source of language and its different aspects. The integration of technology to the foreign language coursework in a class room setup must be applied. The fact that video is the best way for students to practice what they understand and perceive from different techniques cannot be denied. Video is a basic preliminary medium of instruction that can communicate with the viewer even without a language as we can also interact by eye contact, gestures etc. to express our thoughts (Canning-Wilson, 2000). By observing the set used in video, students can learn the formal and informal use of language. Being a professional, the use of videos should be different from passive viewing of Television. The videos should be used along some supplementary materials prepared by the teacher to encourage the learners to actively watch the video and learn from it. Sometimes the worksheets or tasks are provided with or at the end of the videos.

In a triangle of this framework i.e. teacher, video and learner, the role of learner should not be passive regarding the use of videos. To reach the goals of this integrative form of learning, the instructor as well as the learner should confer their tasks diligently and perfectly. Many aspects of using videos in foreign language learning has been successfully explored and analyzed in a real time scenario by this study but yet some tenets are to be unfolded by the future researches. The use of technology and education are a part and parcel of each other now a days. In short, the appropriate use of videos can be proved as an extremely beneficial tool for development of writing skills as well as listening and speaking skills (Katchen, 2002).

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