VIDEO AS
A LEARNING
RESOURCE

Video for all

CONTENTS

INTRODUCTION

This guide has been written for language teachers to provide an introduction to the use of video in language education. This guide is an important document arising out of The European *VIDEOforALL* educational project. This is a European project that brings together all current methodologies, ideas and innovative practices to teach and learn languages by integrating digital video. This guide has been derived from our review of key literature and the expertise of all the partners contributing to this exciting *VIDEOforALL* project.

You may be an individual teacher, in which case you might read this introduction and have a look through the different video practices on the website (http://videoforall.eu/). Alternatively, you might be a teacher trainer and you could either ask your trainee teachers to read this guide as background reading or divide it up and look at the different topics in stages (e.g. 'use', 'make' and 'communicate'). This guide is meant to be introductory in nature and if you want to go deeper into different aspects of video use, then have a good look around our literature 'repository' on the top right of the menu bar at http://videoforall.eu/

The internet is full of sites which provide links to interesting video content. Many of them provide stimulating and engaging resources. The purpose of this guide is not to list all of these (although we have included a selection of these in the resources section of our website). This guide is more concerned with how to integrate digital video exploitation in your teaching. It explains the choices you have and directions you can take.

The guide contains links to video practices on the project website so that you can see some examples of the ideas described here immediately.

WHY USE VIDEO?

It is worth remembering that video has been with us for some time now. Video began to be used widely in the 1970s. Lonergan (1991) argued that by the early 1990s video had lost its novelty factor and become a standard tool for language teachers. Many language learning programmes were built around television programmes. Course books had corresponding VHF cassettes and then DVDs. One of the changes arising in the digital age is the staggering amount of video content to choose from. Digital video has hugely widened the choice of material available. Language learners have far more access to video content than ever before in their own homes. Many language learning programmes have online support and language learners can be encouraged to make progress through access and practice outside the classroom.
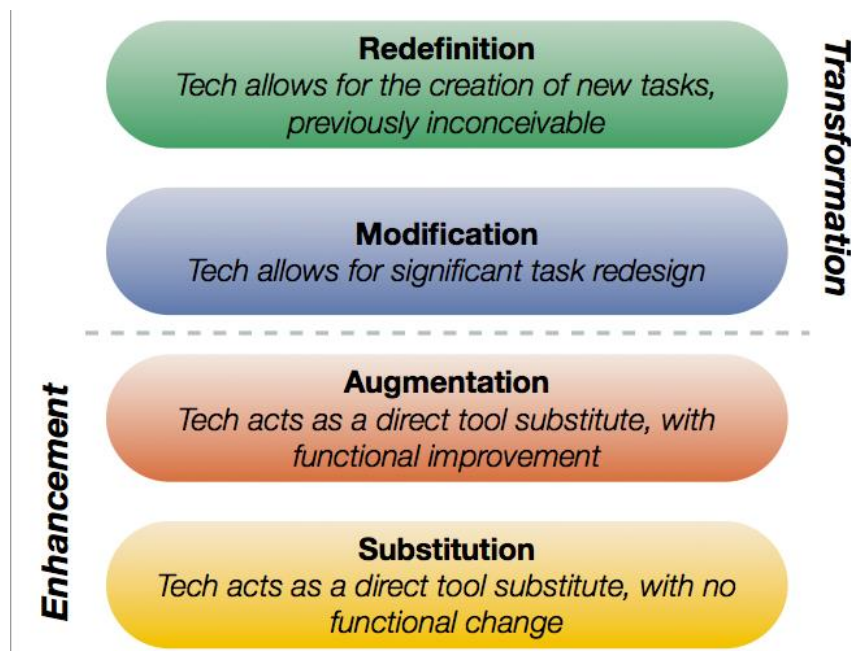
One of the main challenges arising from using digital video is that of mastering the detail and specificity of technical formats, codecs, bit rates and processing power required to achieve a satisfactory result. In this project we will offer some tips that aim to simplify the process of producing or managing digital video content. In a fast paced era of technical change there are some significant pitfalls to avoid. We will also offer advice on copyright and user protection issues, accessibility and sustainability.

From a pedagogical perspective some things however remain the same, whether video is delivered through a VHS player or through *Vimeo* or YouTube, on a TV or mobile phone screen, all forms of video can allow us to illustrate and focus upon visual elements of life and communication. We can draw attention to non-verbal aspects of communication, focus on authentic language, make cross-cultural comparisons and provide good quality listening practice. There is no doubt that engaging with video for language learning is a worthwhile activity.

HOW TO USE VIDEO?

The use of technology in teaching is now well established but often the "wow" factor (Barnes and Murray, 1998) can prevent us from thinking deeply about the nature of the place of technology in the learning process. Educational technology use is an example of disruptive innovation (Christensen, 1997). It can change the way education is delivered and the way learners access learning. It is helpful here to reflect upon the ideas expressed in the SAMR model:

Transformation

Redefinition
Tech allows for the creation of new tasks, previously inconceivable

Modification
Tech allows for significant task redesign

Enhancement

Augmentation
Tech acts as a direct tool substitute, with functional improvement

Substitution
Tech acts as a direct tool substitute, with no functional change

(as described by Ruben R. Puentedura). Some of the practices and tools described in this project illustrate how technology can transform the learning context and offer opportunities which were not previously available. Pedagogies are themselves changing to take account of the changing context for learning. Greater emphasis is being put upon **learner autonomy**.

Lewis (2009) proposed a new model of language learning based upon experimentation, observation and testing hypotheses taking communicative teaching methodologies to a new era which is more in tune with our information age. Teachers in classrooms are no longer the sole model of authentic language use thanks to the availability of resources such as video and the connected nature to our world. Self-directed learning (heutagogy) is likely to play a growing role in our learning design. We have tried to give examples in this collection that reflect innovation as well as current practice.

There are basic guidelines that are worth bearing in mind when thinking about using video in the classroom:

Think about the key focus or learning point for your learners.
Think about where the video fits in the task cycle.
Bear in mind the importance of motivating and engaging all learners.

<u>HERE ARE SOME PRACTICAL TIPS:</u>

PREPARE YOUR VIDEOS. Watch them a few times. This helps avoid any nasty surprises.

KNOW WHERE YOUR RESOURCE IS. It may be necessary to download a video (if copyright allows) in order to ensure that it remains available for future use. Having an offline copy means you are not at the mercy of your internet connection or institutional site blocking firewalls or connection speeds.

CHOOSE SHORT CLIPS. It is much better to choose short interviews, adverts, movie trailers, pop videos, or how-to videos to avoid cognitive overload. Use pre-listening activities to warm up.

GIVE LEARNERS CHOICES. We know that autonomous learners and those who get guidance and learner training make more progress. It is a good idea to encourage language learners to select suitable video material, especially if you are working with teens and adults. If you are working on a topic or theme, ask them to search YouTube and Vimeo for short clips and give reasons for their choices.

LEAVE OUT THE SUBTITLES OR CAPTIONS. Avoid subtitles and captions on the first listen at least. Later, you can reinforce the language through the subtitles. Encourage an atmosphere of playful exploration, gist understanding, and increasing challenge gradually.

Jamie Keddie lists six main reasons for using video in the language classroom (2014: 74-5). The following is adapted from his longer treatment:

MOTIVATION	A good choice of video will engage language learners. If learners are interested the experience will be enjoyable and memorable. Language is more likely to be retained.
LANGUAGE INPUT	Video material provides a varied source of interaction, dialogue, monologue (different genres of talk). This provides a rich source of spoken grammar (often different from written grammar), phrases, chunks of language, pronunciation, intonation and features of natural talk.
LANGUAGE OUTPUT	If learners are engaged by video it will provide a stimulus for discussion, exchanging opinions, checking and clarifying, explaining and a wide range of other functions.
SKILLS	Both listening and speaking are especially fostered by the appropriate use of video material. It can help learners pick up interaction cues, turn-taking, checking skills and a range of questions. Other skills include critical thinking and visual literacy. Of course, in an integrated approach to skills we can look out for opportunities for to exploit reading texts that surround video. For example YouTube videos often have a wide range of written comments and so do film-trailer sites (although the teacher needs to take care to select appropriate comments with younger learners).
CONTENT	Most language courses are structured around themes or topics. Videos provide entertaining, informative and both varied introduction and extension texts. Learners can be encouraged to search for related videos and these can easily be shared.
MODELS	Short 'how-to' videos can provide learners with a model. These models might feature other students' work or more competent speakers doing a similar task. As Jamie Keddie says 'if you want students to make video in which they demonstrate how to make their favourite sandwich, you could show them an example from YouTube – there are many to choose from' (2014: 75).

One of the most important reasons why it is good to integrate digital video into your language teaching methodology is that it can be used to help learners to develop autonomy. Today's online environment gives learners instant access to all sorts of language learning material.

Most of them have grown up with access to communication technologies; they increasingly expect to use the Internet in all aspects of socialising and learning.

There's no shortage of content for language learners. One of the obvious but exciting elements of the Internet is that audio and video material is widely available. From film clips and pop videos to news sites, there is an abundance of good material that can be used to integrate listening and reading. The teacher's skill lies in the selection and curation of the most useful resources.

The wide range of video resources now includes many authentic materials that can be used for teaching purposes. Authentic in this sense means that they are not produced primarily for language learning purposes. Newspaper articles, pop videos, film-trailers are all examples of authentic materials. In the last ten years a number of strong arguments have put forward for greater use of authentic material in language learning classrooms. Authentic video materials are believed to make a stronger connection to language use outside the classroom. This is both a potential advantage and a potential challenge. Learners need help in choosing videos at the right level for them or they need help in realising that it is not necessary to understand every word. Jane Sherman (2003) provides a fuller discussion of these issues in her book and a huge variety of tasks to exploit video.

If possible, try to choose video clips that have additional language support. This might include pre-listening activities, transcripts, tasks and activities. An example of a site that has this support is http://www.english-trailers.com/. This site has over sixty different trailers with suggested pre-listening activities and questions designed to stimulate student-student interaction.

One way to use video is through a "flipped classroom" approach. A flipped classroom is one in which traditional classroom activities, such as reading, listening, and watching, happens outside class. This allows more time in class for other activities which are more traditionally set for homework. Video recording can be a key part of this 'flip'. Language learners can watch the video outside of class, pause it and replay it. They can view it several times. One way to think about the value of the flipped classroom is to consider the presentation, practice, production (PPP) approach (Tomlinson, 2010). A flipped classroom might do the presentation and perhaps some of the controlled practice as homework (through the video), and leave the

less-controlled practice and the production for class. It therefore allows more time in class for practical and collaborative work. Access and motivation are the key concerns here. Can all the students access the video material and are they motivated enough to view and engage with the videos? So, planning is crucial. There are lots of ideas about how to engage learners through the flipped classroom at flippedclassroom.org.

ACCESSING RESOURCES

In addition to the actual video practice examples, we have assembled a repository of available literature and resources. If you look at our Repository Index you will find varied resources and links for further information on using video in language learning. This selection of resources is what the team believes to be the most relevant and interesting for you. If you think that resources are missing from the list, please write to us.

The repository has been organised into ten sections, covering academic books and articles, research projects and PhD theses. The resources also include non- academic literature (experiences, reports) as well as internet tools for video making, editing and manipulation. In a rapidly changing technical environment information about copyright, formats and tools is also evolving constantly. We have tried to help you with some general principles on such matters in the section below. We hope that you will find the recommended web resources (with lesson plans/material ready for use) particularly helpful and you may also be interested in our suggested social networks (Facebook, distribution lists and groups) in order to keep up to date with the latest news.

USING AND EXPLOITING VIDEO

Many of us have had the experience of watching a video in a learning environment and not really knowing why we are watching it. After 10 minutes, at best, we become passive and uncritical. At worst, we start drifting off and thinking about other things. Extended video viewing should be avoided during limited teacher contact time. The secret to good classroom use of video is to find short, appropriate clips and maximise exploitation and impact. Language learners need to be directed to particular features of the video. This will result in more targeted focus on language, content, important features of the video. If there is a transcript of the video, do not feel that you need to cover it all. This is especially important for dealing with authentic video. Above all, be selective. Which grammar structures or lexical features are the important for your students?

Our video resources are primarily targeted at making the most of the video you use or produce in the classroom. **Curation** of video content through services such as Vimeo or YouTube will help you to build a bank of content. Learners too can make collections and should be encouraged to reflect critically over choices. There are many reliable sources of content. Over time, make sure there is a variety of clips from interviews, documentaries, pop videos, film clips, cookery programmes. There's more to video than YouTube. Investigate alternatives within YouTube and beyond YouTube. For example, YouTube Edu provides content from hundreds of universities, as well as free courses. @Google Talks also provides quality talks from some innovative thinkers.

WHEN YOU USE A VIDEO, THINK ABOUT THE FOLLOWING STAGES:

CHOOSING THE RIGHT VIDEO. When using videos in class the main consideration is to match the video with your language learners. What is their level of motivation and concentration

span? Is the language in the video the right level for your language? It is also helpful to think of a video use in a task cycle.

BEFORE YOU VIEW. You need to introduce, prepare and create a context for the video. It is usually a bad idea to simply start a video without focusing the learners on some aspect of it or doing some lead-in work. One simple idea is to show them a short extract of the video without the sound and get them to predict what they are going to see? This helps build up vocabulary and engage the learners.

DURING THE VIEWING. Decide whether you want to play it all. It can be a good idea to pause and elicit from language learners what is going to happen next and to check their understanding of what they have seen to that point.

AFTER THE VIEWING. Your video clip may inspire student creation or further exploitation and activity based around the main teaching point. Students may wish to make a response or remix the source video, continuing the creative cycle.

Like other kinds of materials (e.g. reading texts), one of the ways in which you can engage learners is by creating information gap activities. In the classroom such activities can provide an opportunity for useful speaking practice and encourage learners to negotiate meaning. This is one of the most effective ways to ensure interaction between language learners. Information gap activities (where students transmit or elicit information from others) offer an opportunity for real communication. When well prepared, such activities can be engaging and learners utilise strategies such as clarifying meaning, repeating and paraphrasing. Typical types of information gap activities you might find include spot the difference (between two versions of the same video) and jigsaw viewings (viewing one section at a time). Giving different members of the class access to different parts of the video is called 'jigsaw' viewing. Such techniques are often used with reading sources but the use of rich media such as video gives further possibilities through control of the audio and display settings of the content. Pixelation and captioning can increase learner interaction with the clip as they can offer suggestions and predictions prior to revealing the full content.

Jack Kuomi (2006) provides a useful guide to the various functions of video use. He believes that video has distinctive strengths that other media cannot achieve as effectively. He categorizes these functions into four domains:

ASSISTING COGNITION. Presenting examples which help a learner construct meaning around a complex concept.

PROVIDING (VICARIOUS) EXPERIENCES. Facilitating exposure to linguistic or cultural experiences which may be otherwise difficult to come by such as participating in a Japanese tea ceremony.

NURTURING MOTIVATIONS, FEELINGS. Advertising clips capitalise on our curiosity in order to elicit rapid emotional connections between viewers and brands, the power of video, by combining aspirational imagery and emotive audio in this area is well known. Such clips can also provide cultural references and talking points which stimulate discussion.

DEMONSTRATION OF SKILLS. The "how to" video is ubiquitous nowadays, most young people will have looked to videos on YouTube (often called "youtubing") in order to learn how master a new skill such as a move on a video game.

The **affordances** of digital video are without doubt powerful so handle with care! According to Balhoul and Graham (2012) the use of film in teaching has "the power to change teaching and the way the curriculum is perceived" for several generations to come. And so the time is right to master our teaching techniques in deploying these technologies in order to inspire our learners to engage critically rather than just consume passively.

As well as accessing the articles, books and resources we have compiled in our literature repository, we have a range of associate partners who are making important contributions to the way that we utilise video with our language learners. Please check them out.

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MAKING VIDEO

Many different devices can be used today to create digital video, many channels which make video available but there are a few guiding principles which may help as you make your choices.

- Video files are large and may require considerable bandwidth when accessed over the internet. This may be problematic if you have multiple users accessing over the same connection at the same time. Take note of our advice around having offline copies to avoid disappointment.

- The mp4 file format is just a wrapper and different technical details are contained therein. Some systems produce mp4 files which require particular software in order to decode this successfully. Services such as YouTube manage the technical differences (transcoding, bit rates etc.) and stream the file over the internet in a way that is generally robust.

- Commercial video content will usually be protected by copyright. This will restrict how you can use it. Please check that you use content wisely and within the terms of copyright. "Fair use" generally helps educational institutions to access commercial content for educational purposes.

- If you are creating video and making it available to others, we recommend applying a Creative Commons licence in order to ensure attribution and communicate your preferences for reuse.

- Keep your resources accessible and ethical. If you intend to make your video public please get the students' permission (you may need to distribute parental permission slips for young learners). Consider if pixelation, captioning or subtitling are necessary to ensure that all have access to your resource.

- Where's your data? When doing anything online you leave a data trail. Using free tools you may have to trade your data (email address, name etc.) with the company that makes the tool available. Please think carefully about how you manage this especially with young people. If you must use such a tool, create a class account with its own email address. Bear in mind too that tools such as these come and go; you may lose all you have created if you cannot export it in a reusable format.

SOME IMPORTANT CONSIDERATIONS WHEN MAKING VIDEO WITH LEARNERS:

PLANNING. Allow sufficient time for planning, especially if you want a professional finished product. Distribute roles for all parts of the process. You can devise a student template to assist the planning process in the target language. Most media production involves choices about lighting, setting, clothing, props, script and then there's learning how to use the equipment. Impromptu filming can be fit for your purpose too, using a webcam or mobile phone and getting a "vox pop" can be quick and effective as a language production activity.

CAPTURING. Choose the best available tool for the job. A good quality directional mike may be needed and HD quality video gives you the best results.

EDITING. Some basic editing functions are built in to some video streaming services but you may want to manage this "post production" phase on a desktop machine using software such as Windows Movie Maker live, adding transitions, effects, music etc.

EXPLOITING. The key element of making videos of any kind is that that there is an audience for them. Of course this may be the teacher; it may also be friends and family. However, it usually helps to structure the series of tasks so that learners watch each other. Try to move them from focusing solely on errors but it may help to guide the way they comment or evaluate each other's videos. Something simple like de Bono's 'plus, minus and interesting' can work well (Fisher, 2005). Viewers note down one thing they liked about the video, one thing that could have been improved, and one thing they found interesting. This usually works well as a homework task. In later lessons, try to recycle and refer to these videos. Perhaps ask other students to recall or retell the information from the video or audio.

It is important to point out that language learners do not have to start making videos from scratch. Our video practices provide a wide range of ideas for using existing video and adapting it in some way. For example learners might be given a short clip from a silent movie (perhaps Laurel and Hardy or Charlie Chaplin) – the students look at the silent movie and decide on a script. This needs to be planned carefully before adding voices and dubbing the original clip. They can also add captions. These are all skills that you can learn through our resources.

For further information on video production, please refer to another VIDEOforALL project guide, **Best Practices for Educational Videos**.

COMMUNICATING THROUGH VIDEO

As more institutional learning is supported these days by a virtual learning environment (VLE) or course management system (CMS) such as Moodle or Edmodo, it would be reasonable to expect integrated support for the creation of video use such as screen capture, video upload and assignment submission and even collaborative interaction. This would reduce the barriers to use that come with different preferences, file types and workflow. Without such integration and streaming media considerations then large video file types would soon reduce the institutional VLE to a crawl, becoming a frustrating environment for learning. These "walled garden" environments might also risk locking within themselves video resources which could be of interest elsewhere. Some of our examples show the use of integrated video software which tackles these issues.

We are all getting more familiar with using voice over the internet (VOIP) tools such as Skype and Google hangouts for communicating with others over the internet. We can communicate with our language learners, each other and other language speakers at a distance through computer-mediated communication tools and such interaction can be captured as video.

Screen capture software (SCS) is an example of particular type of use of video which allows the user to capture what is on their computer screen. We give examples of use in this collection. This approach is common in 'Flipped Classroom' scenarios (Aaron Sams) where teachers put a lot of the 'learning' content of the lesson on-line and follow up in class in order to make more efficient use of face to face time.

We can also support our learners in selecting second language partners to engage in language exchange. An emerging area of Computer-Assisted Language Learning, CMC (computer-mediated communication) has given rise to a growing area of practice in Online Intercultural Exchange (OIE) as manifested in networks such as eTwinning in Europe, epals and uni-collaboration. Such interaction provides rich resource for reflection and supported analysis of intercultural exchange in language learning. Tool choice for such activities can be

complex but there is a report available which may give you some pointers if this is an area of interest to you.

THE STRUCTURE OF OUR VIDEO RESOURCES

Most teachers regard video as useful input. It can provide a context for a topic or more content for a theme or topic that you want to cover. You can focus on particular grammar patterns or lexical items that are featured in the video's language. You might be interested in focusing on features of intonation or perhaps on particular exchanges in the video dialogue. Video is a rich media and some learners can find it overwhelming therefore it is particularly important that we are very aware of the cognitive load that it may present and design activities carefully. In this collection we have tried to give examples of different video use practices for language learning which cover a wide range of activities to suit all learners. To make the examples easier to find, you can search based upon whether you wish to 'USE', 'MAKE or 'COMMUNICATE' through video.

USE includes both the way that teachers exploit video in the classroom and the use of video outside the classroom. In either case, video offers as an opportunity to provide input or to encourage student output.

MAKE because we are also very interested in encouraging creation of videos, both by teachers and by language learners. Technical developments over recent years, particularly the use of smart phones, have transformed the making of videos into something instant and shareable.

COMMUNICATE because we aim to highlight how video can be used as a medium of communication. This communication might be between a teacher and language learners or between language learners, it may be formal or informal communication, one to one or one to many.

The next important way that you can search our video examples is through thinking about what you want to focus on in your language teaching and learning. Do you want to focus on

'language' (perhaps grammar or vocabulary)? Do you want to focus on 'skills' like listening, speaking or pronunciation? Perhaps you want to focus on culture and developing intercultural awareness or maybe you want to think about alternative methods to evaluate your students' work and or provide feedback in an engaging way. In order to help you find practices that are helpful to you, our next set of choices on our website is 'LANGUAGE FOCUS', 'SKILLS', 'CULTURE' and 'EVALUATION'.

We provide two other ways to navigate around and search our video practices. You can either search by Common European Framework of Reference (CEFR) level (A1/A2, B1/B2, C1/C2) or by age (PRIMARY, SECONDARY and ADULT).

CONCLUSION

Digital technologies are not without challenges but we hope that you will agree that embedding digital video use in your language teaching practice is both valuable and potentially transformative. If you find an activity here and implement it please share that with the team through our Facebook page or on Twitter using the #videoforall label. We would love to get your feedback. We hope that the resources we have provided inspire and encourage you to learn new digital skills and experiment with some of the ideas arising from the literature.

Applying new technology use is an opportunity to investigate the relationship between theory and teaching practice and maybe uncover new approaches that transform your classroom. This project is also an opportunity to connect across sectors and learn from each other.

Although we have assembled a comprehensive guide to literature on digital video and language learning, we would particularly recommend two books:

Goldstein, B., & Driver, P. (2014). *Language Learning with Digital Video*. Cambridge University Press.
This book is for teachers who are interested in using a range of video in the language classroom. It is a rich source of ideas ranging from documentaries to YouTube clips and learner-generated material. The book is full of practical activities and it has suggestions for incorporating other digital tools. There is also a helpful list of sources, from which teachers can access a wide range of video clips, as well as a bank of technical tips and advice.

Keddie, J. (2014). *Bringing online video into the classroom*. Oxford: Oxford University Press.
This excellent resource shows you how to find, display, create and organize online videos. The 'Try this' feature provides over 150 innovative interactive activities. It also has the

advantage of using over 80 online videos to illustrate ideas. As well as providing practical ideas for incorporating video-recording devices into the classroom, it provides a practical guide exploring principles, techniques and ideas for teaching English with video.

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Partner Organisations:

The Mosaic Art and Sound Ltd., UK
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