


INSTRUCTIONAL VIDEO IN ENGLISH LANGUAGE TEACHING
FOR NON-ENGLISH MAJORS AT A UNIVERSITY LEVEL

Approved: _____ 

_____ Date: __May 2, 2012_____

Seminar Paper/Project Advisor

FOR NON-ENGLISH MAJORS AT A UNIVERSITY LEVEL

A Seminar Paper

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment of the

Requirement for the Degree

Master of Science in Education

English Education

By

Yang Boxiu (Susan)

2012

ACKNOWLEDGEMENTS

This paper is firstly dedicated to my respectable and knowledgeable supervisor, Professor John Nkemnji, who enlightened me on the selection and research process for my seminar topic and who offered me a great amount of help during the writing and editing process. Without his whole-hearted support and guidance, the completion of this thesis would have been much more challenging.

Special thanks also goes to Ms. Regina Pauly for her kindness in helping me search for related resources and materials. Thanks should be also be extended to Dr. Tom Lo Guidice and Dr. Hu Yuanyuan and all the other professors at the University of Wisconsin- Platteville who have helped me and given suggestions at various stages of my writing this thesis.

Finally, I am greatly indebted to my husband and parents who support me in my studies and share my burden during the entire period of my graduate studies.

Abstract

INSTRUCTIONAL VIDEO IN ENGLISH LANGUAGE TEACHING FOR NON-ENGLISH MAJORS AT A UNIVERSITY LEVEL

Yang Boxiu

Under the Supervision of John Nkemnji, Ph.D.

With the development of technology and the boom of digital revolution, foreign language teachers try to create a better foreign language teaching and learning environment. Therefore, applying authentic videos to stimulate students' motivation for language learning activities has become increasingly popular in English language teaching. Based on the analysis of linguistic theory of utilizing instructional video in EFL teaching, this paper is focused on exploring the advantages of applying instructional video in English teaching for non-English majors at a university level, especially in listening, oral and vocabulary acquisition.

The literature review was conducted on definitions and theoretical basis of utilizing instructional video in EFL teaching. Furthermore, the review of the literature was conducted on the development of instructional video and the advantages of applying instructional video in English teaching. Finally, the literature review was demonstrated the current problems about instructional video applied in EFL teaching.

In the end, the writer concludes as following: instructional video is fairly effective in EFL

teaching though there have been some problems and obstacles. Educators should shoulder the responsibilities to make full use of instructional video to create an authentic language teaching and learning environment where students can easily acquire English language naturally and effectively. Educators and scholars should do more researches and studies on how to facilitate EFL teaching and learning through instructional video.

TABLE OF CONTENTS

	PAGE
APPROVAL PAGE	i
TITLE PAGE	ii
ACKNOWLEDGMENT.....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v

CHAPTER

I. INTRODUCTION	1
-----------------------	---

Introduction

Statement of the Problem

Definitions of Terms

Delimitations

Method of Approach

II. REVIEW OF LITERATURE.....	5
-------------------------------	---

Theoretical Basis of Utilizing Instructional Video in EFL Teaching

Development of Instructional Video Applied in English Teaching

Advantages of Instructional Video in English Teaching

Current Problems about Instructional Video Applied in EFL Teaching

Summary

III. CONCLUSIONS AND RECOMMENDATIONS	14
IV. REFERENCES	16
V. APPENDIX	

Chapter 1 Introduction

With the fast development of science and technology, foreign language teaching has progressed from the original Grammar-Translation Approach to the Audio-lingual approach, Communicative Approach, and other new methods. As the boom of digital revolution developed, instructional video has been increasingly applied as a means of English language instruction throughout the world. Therefore, there is no exception in China. More English teachers in China who have tried instructional video teaching argue firmly that teaching English with instructional video has shown its superiority over the teacher-centered method. Through the instructional video, students can be easily exposed to sound, video, and animation of the authentic target language, which can give the students the strong visual impact and make them get involved in the authentic language environment more completely.

The purpose for using instructional video in teaching is not just to relieve teachers from the mechanical repetition of teaching, but also to supply the students with a more authentic language environment, to inspire students to learn English enthusiastically, and to provide them with more background knowledge of English culture. It might be very difficult to achieve those goals without applying instructional video.

Instructional video can be beneficial to second- language acquisition. The approach to learn foreign language based on a mixture of video scenes and related text is called VST. Multimedia Learning Theory was formally posed by Mayer (1998) based on propositions regarding how the human mind operates in a multimedia learning environment. In essence the argument is that learning is more likely and that the learning will become more meaningful.

This paper is written to report the advantages of applying instructional video in English

teaching, to describe the instructional video characteristics. Furthermore, the discussion includes how to utilize instructional video effectively and facilitate English learning in the EFL classroom, especially in listening, speaking as well as vocabulary acquisition. The results from this study will provide useful information for the utilization of instructional video in EFL teaching.

Statement of the Problem

The problem to be addressed is, “What are the advantages of applying instructional video in English teaching?” and “To what extent does the use of instructional video affect English teaching?” and “To what extent does the use of instructional video affect university students’ interest in English learning?”

Definition of Terms

Instructional video: The cluster of media in which lively visual elements are blended with auditory elements to create a whole message unit (Gruba, 1997). Examples of these media include video disks, television broadcasts, films and variations of CD-ROM technology as well as newer technologies (e.g. digital storytelling, XTRANORMAL)

EFL: Abbreviation for the term English as a Foreign Language (Retrieved on January 8, 2010, from <http://www.answers.com/topic/esl>).

E-Learning: Electronic learning (or e-Learning) is a type of education where the medium of instruction is computer technology (Retrieved on March 11, 2009, from <http://www.answers.com/topic/esl>).

Delimitations of Research

The research was conducted in and through the Karrmann Library at the University of Wisconsin-Platteville over a period of ninety (90) days. Primary searches were conducted via the Internet services of the library through EBSCO host with ERIC, Academic Search Elite, and Google/Google Scholar as the primary sources. The primary search terms or keywords were instructional video, EFL, College English teaching, non-English majors.

Method of Approach

A brief review of the history of English language instruction in China (1950s-present) was conducted. A review of literature on the relationship between interaction and second language acquisition was conducted. The findings were summarized and synthesized, and recommendations made. The databases available through EBSCOHOST were used. The search terms were limited to “instructional video” and “second language acquisition”.

Chapter 2 Review of Related Literature

Theoretical Basis of utilizing instructional video in EFL teaching

To clarify, the term “instructional video” is used as a comprehensive phrase to describe the cluster of media in which lively visual elements are blended with auditory elements to create a whole message unit (Gruba, 1997). Examples of these media include video disks, television broadcasts, films and variations of CD-ROM technology, as well as newer technologies, such as digital storytelling, XTRANORMAL and so on.

The famous psychologist Piaget (1980), who may have been an early constructivist emphasizes that learning is a cognitive process that involves conscious and active behavior. Students look for similarities and differences between new information and prior knowledge, and in this way are able to effectively assimilate new learning into existing cognitive structure. Therefore, a great number of cognitive psychology Experts and researchers started to focus on the analysis of the learners’ psychological process and studied learners’ psychological characteristics and cognitive rules. In the 1980s, Martlin (1989) did some research on cognitive psychology. The researcher pointed out cognition, or mental activity, involves the acquisition, storage, and use of knowledge, and learning is not to acquire knowledge in a passive way but initiative procedure of information acquisition depending on learners’ attitudes, demands, interests, habits, and their own backgrounds. From this standpoint, one could conclude that second-language learners applying instructional video are considered to be active and constructive rather than those who are passive recipients of information under traditional

pedagogy. That is why second-language acquisition through instructional video is effective. Furthermore, since another prominent linguistic master, Krashen (1985, 1989) argues that second-language acquisition theory has proceeded on the twin beliefs that the most effective pedagogy involves comprehensible input and multiple forms of input facilitate acquisition better than a single mode, numerous studies have examined the relationship between multimedia input and language acquisition. Actually, Multimedia Learning Theory was formally posed by Mayer (2001), which claims that, if how human mind operates is considered in designing multimedia learning environments, it is likely that the learning will become more meaningful. The theory also assumes that while processing information, humans turn to dual channels for visual, pictorial, textual, auditory and auditory, textual processing and that each channel alone has limited capacity for processing information. Therefore, active learning would require a collaboration of these channels.

Development of instructional video Applied in English Teaching

The use of instructional video for the second language instruction could be dated back in the 1930s, beginning with Disney Studios' production of a film intended for use with non-native speaker of English (Kelly, 1969). Soon after television broadcast services were introduced in the mid-1940s, closed circuit television was used in the United States for foreign language teaching (Kelly, 1969). Sweden was the first European country to use television to broadcast foreign language lessons in 1956, a practice that rapidly spread throughout the rest of the continent with the growth of broadcasting services (Hickel, 1965). Foreign language teachers generally remained skeptical of "telecourses" until the introduction of accessible video equipment and authentic foreign broadcast materials the late 1970s and early 1980s (Altman, 1989).

According to Mudge (1999), Multimedia applied in English teaching could be divided into

four stages. The initial stage can be traced back to the 1950s when only a few foreign language institutes started to utilize phonograph, broadcast, movie, tape recorder and other media in second language teaching. During that time, audio and video were once considered to be a significant revolution in the history of teaching foreign language. The second stage was between the 1970s and 1980s, audio and video developed dramatically with the advancement of electronic technology. Electronic taping, slide projectors, videocassette players, language labs and other electronic devices were employed in this period. The third stage was in 1990s. Multimedia technology was becoming increasingly available in foreign language instruction because of the development of computer technology and the coming of the digital revolution. The fourth stage was in the early 2000s. The internet became a powerful medium for the delivery of computer-aided learning materials. The internet provides a world-wide means to get information, lighten the work load, and communicate with each other at any time and at any place.

However, the aspects of applying Multimedia in English instruction are large-scale, this literature review is only written to demonstrate the advantages of applying instructional video for non-English Majors at a University level from the following three aspects: English listening, and oral English, as well as vocabulary acquisition.

Advantages of applying instructional video in English Teaching

The advantages of applying instructional video in listening

When video is used as a way of presentation, listening comprehension is better seen from the viewpoint of Rubin (1995) who defines the skill as “an active process in which listeners select and interpret information which comes from auditory and visual cues in order to define what is going on and what the speakers are trying to express.” Such a definition is supported by

many language researchers who put forward arguments that non-verbal elements are crucial to communication. For instance, Rost (1990) assigns a greater role to instructional video and places them under “editing strategies” which help listeners make reasonable interpretations about discourse meaning. Rost claims that any perception of a speaker’s intention “depends on the interplay of verbal, vocal and visual features” in a face- to- face interaction. For another example, Hedge (2002) proposed the standpoint that listening was not just an aural activity. Hedge’s viewpoint is as follows: “We are usually able to see the speaker, who provides non-verbal clues to meaning, for example, lip movements, facial expression, and gestures”. If teaching aural English is beyond realistic language environment, it is usually conducted in the tape-recorder’s verbal utterance (for example, in English classroom in China), which is quite different from that in authentic environments of English communication. It leads to make it difficult for second language learners to adapt themselves to an authentic environment of communication. In fact, the aim of aural English instructing is to cultivate learners’ capacity of understanding authentic materials (Ur, 2000). Herron, York, Corrie, and Cole (2006) compared two foreign-language classes: one that used a packaged curriculum with a video component as its primary way of teaching new material, and a second course that relied on a more traditional textbook with supplementary media enrichment. Students in the first group made great gains in both listening comprehension and grammar.

From the above-mentioned resources, we can conclude that the role of instructional video in the listening process is essential.

Using instructional video in teaching oral English

As is known, instructional video has been employed as a tool by which authentic listening

input can be provided. Has instructional video also been employed as a motivational factor for speaking in the area of language learning and teaching?

According to cognitive psychology, learners can receive information through five senses. An earlier researcher in modern media (Trylong, 1973) argued that the five senses respectively play different effective roles in obtaining information through experiments: 83% information is obtained visually, and 11% is obtained in an auditory way. Other information is through olfactory organ (3.5%), tactile organ (1.5%), and taste organ (1%). More recently, Nunan (2001) stated that the function of the education system is to create an environment in which students can reconstruct their knowledge through relating their existing input with the new knowledge. Therefore, he encourages students to learn through personal experiences rather than being fed by teachers. Moreover, the Chinese Scholar Zhou (2004) demonstrated that knowledge is not obtained only by teaching but by others' help and suitable learning material from a constructivism way under a certain social cultural backgrounds, and teachers should put new and effective modes, ways, and designing thoughts into multimedia teaching practice. In particular, Krashen (1985) argues that Learners can acquire the knowledge effectively with high motivation, low self-doubt, and low anxiety. Warschauer (1997) once stated that "Multimedia applied in teaching can create a relaxing and non-threatening learning environment in which learners' motivation and self-esteem can be promoted and learners' anxiety can be reduced"(p. 478). From the above-mentioned theories, we could hold the opinion that instructional video applied in oral English class can offer relaxing and free environment for learners to convey their information rather than a boring and monotonous classroom traditionally conducted and fed by teachers.

There have been a great number of educators and investigators proving that applying

instructional video could facilitate a foreign language orally through experiments or case studies. According to Dikilitas and Duvenci (2009), instructors have recently tended to turn to the multimedia materials as a source in oral classroom. Many of them hold the opinion that students are not active in the mind because they have insufficient information to talk about. “Video technology, in this sense, assists students in acquiring language skills by acting as a major motivator and stimuli for language development” (Dikilitas & Duvenci, 2009). Butler-Pascoe and Wiburg(2003) argue that the other two major benefits of technology especially for the second language learners are the exposure to a large amount of comprehensible speech and access to a friendly learning environment. Video or Pictures are described as the three dimensional text, which means that such a multidimensional text will bring together many different perceptions for the students. It will probably facilitate the understanding of the linguistic context and cultural elements, which in turn, consolidate the learning process. Several researchers have added to the understanding of this idea. Chiang (1996) studied whether video use in teaching English colloquialism comprehension and found that the learners’ satisfaction is all positive. Burt (1999) found that video presents not only images but “real language that is not simplified and is spoken at a normal speed with genuine accents.” Lin (2002) investigated how video use would affect students’ motivation, listening performance, oral performance, and sense of autonomy and found significant differences between the groups in oral performance and motivation.

Applying instructional video in vocabulary acquisition

Numerous studies have examined the relationship between instructional video input and second-language vocabulary acquisition. Duquette and Painchaud(1996), looking at previous

research on the influence of visual media on learning, concluded that “learning vocabulary in context is facilitated when the text contains contextual cues...and when...prior knowledge is activated.” They found that both video and audio cues, including extra linguistic cues, were effective in supporting the learning of new vocabulary; however, video led to greater gains. Price’s(1983) early work with captioned TV and its positive effects on vocabulary acquisition has been confirmed by others, including Neuman and Koskinen(1992), who found that the combination of text and visual had the strongest effect. Whiting and Granoff (2010) did a research indicating that the video input took advantage of students’ listening and speaking strengths, and they also showed the additional forms of instructional video input, closely related to the text, increase not just enjoyment but comprehension. In particular, two Chinese scholars, Zhou and Dai (2010), give a lexical analysis of some English language video with C computer programs based on the vocabulary of CET-4 and CET-6, which stand for College English Test band 4 and band 6, proficiency tests for non-English majors in China. Thus, it is concluded that watching TV shows and movies based on VST, namely, video scenes and related text, can stimulate interest in learning, and provide a sustained way to master English. Other Chinese scholars also state that many EFL students in Taiwan feel a measure of frustration with their course because the traditional approach is to begin each lesson with a vocabulary list, and a list of phrases, followed by a piece of text to be read. Therefore, they also employ video clips to help students overcome such problems as limited vocabulary, slow reading and bad grammar (Jeng et al., 2008).They found an innovative learning-assisted system, named the Dynamic Video Retrievals System (DVRS), which uses information retrieval techniques to examine video scripts for specific words. The result shows that it is helpful to facilitate learning vocabulary for EFL students through the use of video segments. Teachers were able to add auxiliary video materials

to their resource lists and to direct their students efficiently rather than spend too much time looking for relevant examples to illustrate usage of target language structures for their students.

Current Problems about Instructional video Applied in EFL Teaching

From the above-mentioned findings and viewpoints, it could be concluded that instructional video applied in EFL classrooms is fairly effective and has more incomparable advantages than a traditional EFL classroom in which students were mainly fed by English instructors. Nevertheless, the application of instructional video in English teaching for non-English majors in Chinese universities is not as widely used as expected. The reasons are varied. The first one could be the underdevelopment of technology and immature pedagogy about using instructional video in teaching foreign languages. For example, instructional video cost is high. In addition, many teachers are not professionally trained in using instructional video to teach English. Moreover, a number of English teachers depend on instructional video teaching tool excessively and neglect its auxiliary teaching function. Usually some teachers may just present texts or pictures without making any explanation, or play a visual material from the beginning to the end without any pause and then ask the students to do the exercises. Other teachers who have been aware of the applicability of instructional video teaching tend to focus on the flowery and fancy courseware, neglecting the teaching object and teaching content (Gong & Zhou, 2007).

Another important obstacle factor is from “Learners’ factor”. There is little doubt that instructional video can give learners more information and resources. But more information and resources do not mean more effective learning (Morrison & Anglin, 2005). For example, when the video films are being played in the class, both visual and audio information are presented to

the students. In this situation, students have become the determinant elements to learn the detailed information. They can select what they think important and useful for them. However, some students involved in this kind of video English class may watch the film for fun and neglect the material.

In short, the aim of EFL teaching is to cultivate students' reading, listening, writing and speaking capacity, as well as cultural awareness. Therefore, how to facilitate English learning and teaching has been still under research and study. Instructional video has been widely accepted as an effective way to facilitate EFL teaching. However, there still have been a lot of problems to apply instructional video in EFL teaching. It is remained that educators and scholars should do more researches and studies on EFL teaching through instructional video.

Chapter 3 Conclusions and Recommendations

Based on the review of existing literature related to Instructional video in English Language Teaching for Non-English Majors at a University Level, the following conclusions can be drawn.

The advantages of applying instructional video in English teaching for non-English majors at a university level, especially in listening, oral and vocabulary acquisition are various compared with traditional English teaching classroom which is fed by teachers. It is obvious that teaching English with instructional video has shown its superiority over the teacher-centered method. Through the instructional video, students can be easily exposed to sound, video, and animation of the authentic target language, which can give the students the strong visual impact and make them get involved in the authentic language environment more completely.

Instructional video in the listening process is essential, because it could offer authentic

environments for students in listening process. Furthermore, the authentic environments in listening process could make second language learners adapt themselves more easily to an authentic environment of communication beyond classrooms.

Furthermore, the role of instructional video in teaching oral English is also very important. Many scholars and educators hold the opinions that such a multidimensional text will bring together many different perceptions for the students, leading to more meaningful and colorful learning of a second language orally. It will probably facilitate the understanding of the linguistic context and cultural elements, which in turn, consolidate the learning process.

Besides, it is concluded that video was more effective in supporting the learning of new vocabulary. It is also concluded by some Chinese scholars that watching TV shows and movies, can stimulate interest in learning, and provide a sustained way to master English vocabulary well. Others help students to apply video scripts for memorizing specific words. The result shows that it is helpful to facilitate learning vocabulary for EFL students through the use of video segments.

Despite so many advantages of applying instructional video in EFL teaching, there have still been lots of problems and obstacles in practice.

The first one could be the underdevelopment of technology and immature pedagogy about using instructional video in teaching foreign languages. Moreover, a number of English teachers depend on instructional video teaching tool excessively and neglect its auxiliary teaching function. Another important obstacle factor is from Learners' factor. Some students involved in this kind of video English class may watch the film for fun and neglect the material.

In summary, Instructional video has been widely accepted as an effective way to facilitate EFL teaching. But it is still remained that educators and scholars shoulder do more researches

and studies to facilitate EFL teaching through instructional video.

References

- Burt, M. (1999). Using videos with adult English language learners. Washington, DC: National Clearinghouse for ESL Literacy Education.
- Dikilitas, K. & Duvenci, A. (2009). Using popular movies in teaching oral skill. *Procedia Social and Behavioral Sciences*, 1, 168-172.
- Gong, W., & Zhou, W. Z. (2007). Thinking on the application of multimedia into college English teaching. *US-China Foreign Language*, 5(4), 36-38.
- Gruba, P. (1997). The role of instructional video in listening assignment. *System*, 25, 335-345.
- Hedge, T. (2002). *Teaching and learning in language classroom*. Shanghai: Shanghai Foreign Language Education Press.
- Jeng, Y.L., Wang, K.T., Huang, Y.M., Wu, M.T., & Hwang, W.Y. (2008). Dynamic video retrieval system for English language learning. Paper presented at the First IEEE International Conference on Ubi-media Computing, Lanzhou, China.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. London: Longman.
- Krashen, S. D. (1989) We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal* 73,440-464
- Herron, C., York, H., Corrie, C. & Cole, S. P. (2006). A comparison study of the effects of a story- based video instructional package versus a text-based instructional package in the intermediate-level foreign language classroom. *CALICO* 23.2, 281-307.
- Martlin, M. W. (1989). *Cognition*. New York: Rinehart and Winston, Inc.
- Mayer, R. E., Plass, J. L., Chun, D. M., & Leutner, D. (1998). Supporting visual and verbal learning preferences in a second-language multimedia learning environment. *Journal of*

- Educational Psychology, 90, 25-36.
- Morrison, G. R., & Anglin, G. J. (2005). Research on cognitive load theory: Application to e-learning. *Educational Technology Research and Development*, 53, 94-104.
- Mudge, S. M. (1999). Delivering multimedia teaching modules via the Internet. *Innovations in Education and Training International*, 36(1), 11-16.
- Neuman, S. B. & Koskinen, P. (1992). Captioned television as comprehensible input: Effects of incidental word learning from context for language minority students. *Reading Research Quarterly* 27, 95-105.
- Price, K. (1983). Closed-captioned TV: An untapped resource. *MATESOL Newsletter* 12, 1-8.
- Rubin, D. B. (1987). *Multiple imputation for nonresponse in surveys*. New York: J. Wiley & Sons.
- Trylong, V. L. (1987). Aptitude, attitude, and anxiety: A study of their relationships to achievement in the foreign language classroom. *Annual Review of Applied Linguistics*, 21, 112-126.
- Ur, P. (2000). *Teaching listening comprehension*. Beijing: Foreign Language Teaching and Research Press.
- Warschauer, M. (1997). Computer-assisted language learning: Theory and practice. *Modern Language Journal*, 84(4), 470-480.
- Whiting, J., & Granoff, S. (2010). The effects of multimedia input on comprehension of a short story. *The Electronic Journal for English as a Second Language*, 14(2), 1-10.
- Zhou, J., Dai, X., & Wang, P. (2010). Foreign language learning based on video scenes. Paper presented at the 2nd International Conference on Education Technology and Computer (ICETC), Shanghai, China.

Zhou, W. P. (2004). Teaching research: On the situation and consideration of English teaching through multimedia in China. *Theory and Practice of Trade Union*, 18(5), 83-85.