



**PONTIFICIA
UNIVERSIDAD
CATÓLICA
DEL ECUADOR
SEDE AMBATO
SERÉIS MIS TESTIGOS**

**DEPARTAMENTO DE INVESTIGACIÓN, POSTGRADOS Y
AUTOEVALUACIÓN**

Tema:

**USING VIDEOS IN THE EFL CLASSROOM TO
IMPROVE THE LEARNING PROCESS**

**Tema de investigación previo a la obtención del título de “Diploma
Superior en Metodologías Comunicativas del Idioma Inglés”.**

Línea de investigación:

**Proveer el material eficiente que el proceso de aprendizaje en los
estudiantes sea desarrollado de una manera activa y real.**

Autor:

LINA MARIELA SÁNCHEZ SAILEMA

Director:

Nº de ingreso:	006540
Precio:	\$ 80,00
canje:	Donación: <input checked="" type="checkbox"/> Compra:
Fecha de factura:	
Fecha de ingreso:	27/10/2011

Lic. SYLVIA RIVERA

Ambato- Ecuador

Octubre 2011



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SEDE AMBATO

DEPARTAMENTO DE INVESTIGACIÓN, POSTGRADOS Y
AUTOEVALUACIÓN

HOJA DE APROBACIÓN

Tema:

USING VIDEOS IN THE EFL CLASSROOM TO
IMPROVE THE LEARNING PROCESS

Línea de investigación:

Proveer el material eficiente que el proceso de aprendizaje en los
estudiantes sea desarrollado de una manera activa y real.

Autor:

LINA MARIELA SÁNCHEZ SAILEMA

Sylvia Rivera, Lic.

DIRECTORA DEL TEMA

DE INVESTIGACIÓN

f. 

Telmo Enrique Viteri Arroyo, Ing.

JEFE DIPA

f. 

Hugo Altamirano Villaroel, Dr

SECRETARIO GENERAL PROCURADOR

PUCE SEDE AMBATO

f. 


RESUMEN

Este trabajo presenta importante información acerca de el Inglés como idioma extranjero y la utilización de videos en las clases. Estos temas son de gran importancia tanto para los profesores de Inglés como para los estudiantes. Este trabajo además analiza el impacto de los videos en las clases de Inglés como idioma extranjero sobre los estudiantes. El primer y segundo capítulo ofrecen una diversidad de definiciones esenciales acerca del idioma *Inglés como Lenguaje extranjero* y acerca de *Videos*, sin embargo las personas que leen estos temas pueden entender fácilmente y formular sus propias conclusiones acerca de estos. El tercer capítulo contiene algunas descripciones esenciales acerca de el uso de videos en el aula de Inglés como lengua extranjera que pueden ser útiles para el proceso de enseñanza aprendizaje, dependiendo del profesor que utiliza esta nueva tecnología y como la utiliza.

ABSTRACT

This work presents important information about English as a foreign language and the use of videos in the classroom. These topics are really important for English teachers and also for students that are learning this language. This work also analyzes the impact of videos in English classroom over the students. The first and second chapter offer a lot of essential definitions about *English as a Foreign Language* and about *Videos*; however, people that read these topics can understand easily and formulate their own conclusions about them. The third chapter contains some essential descriptions about the use of videos in the EFL classroom that can be useful for the teaching and learning process, depending on the teacher that uses this new technology and how it is used.

TABLE OF CONTENTS

Introduction.....	1
 CHAPTER I	
1 Learning English as a Foreign Language.....	2
1.1 Foreign Language Education.....	5
1.2 EFL acquisition	7
1.3 Foreign language Learner practice.....	9
 CHAPTER II	
2 Video.....	12
2.1 High definition video.....	13
2.2 Description of video.....	15
2.3 Uses of videos.....	16
2.4 Educative video.....	20
2.5 Classification of Educative videos.....	22
2.6 Functions of videos.....	23
2.7 Advantages of videos.....	25
2.8 Disadvantages of videos.....	27

CHAPTER III

3 Video in the EFL classroom.....	28
3.1 Role of the teacher.....	29
3.2 Role of the students.....	33
3.3 Using videos to teach English.....	34
3.4 Guide students toward appreciating video as a language learning tool.....	35
3.5 Make the video an integral part of the course.....	37
3.6 Treat the video as both a visual and an audio text.....	38
Conclusions.....	40
Recommendations.....	41
Bibliography	42

INTRODUCCIÓN

Learning a new language is sometimes a difficult task for students and they usually get bored in the English classroom. The most common problem seems to be the lack of new methods or strategies during class.

The use of videos in the EFL classroom is an important tool that helps teachers to get the students attention and this technique cannot be ignored in the learning process, otherwise, the students show more interest in the classes when teacher uses this kind of technology.

Teachers that face a variety of difficulties every day when they teach English as a Foreign Language should be aware of the use of new techniques according to the needs of students and also they have to maintain updating their knowledge and their materials.

There are many uses of videos in order to improve the learning process and this work presents the benefits of videos because it is important for teachers to use this technique in a correct way. The process to acquire a new language is a hard activity but this process has been improving over the years and some useful activities have been created as good alternatives to make the learning process easy.

CHAPTER I

1.- Learning English as a Foreign Language

Wikipedia, the free encyclopedia *English as a foreign or second Language* says that English is a language with great reach and influence, it is taught all over the world in many different circumstances. In some countries where English is spoken as a native language, this language has two directions to be taught as instructions for people who want to live in an English- speaking country and for those who do not want to live in an English- speaking country, but need this language for different situations.

English has many different words from the United States and from The United Kingdom; this language also has much diversity because it has adopted foreign words from many countries that is why this language has some words that we do not understand easily because they are not in English, these words are acquired by taking them from different languages. In some places in the United States, English is acquired because of the necessity of communication specially for people who arrive to this place for working or for tourism, so English becomes a mixture of different languages.

English as a Foreign Language indicates the use of English in regions where it is not spoken, but it is learnt and studied by a huge amount of people. The learning of this language can occur in students as part of the normal school curriculum. Also this language is learned in order to pass exams as a necessary part of education, or for career progression, for working or for

international business, also for people that need to travel abroad for different activities.

The article published in EFL *Methods of early childhood development stimulation*, says that the learning of English also assumes a variety of difficulties for learners in the study of it, these difficulties are a consequence of their native language that is different from English. For example a native Chinese may face more difficulties than a native speakers of German, because German is closely related to English, and Chinese is not. Another problem for learners is that they often produce errors of syntax and pronunciation that are the result of their first language influence, also vocabulary becomes confusing in certain words. However, these problems are typically stronger in beginners when they are trying to learn a new language; students may have different perceptions into the classroom when they are learning a foreign language, also there are many differences in the culture that are very significant for people who need to learn a new language that involves another culture and tradition because it is necessary to assume the language with its different aspects.

There are many theories in intellectual development and learning language, one of the most frequently and extensively applied is the theory of multiple intelligences in which the teacher uses games in order to introduce vocabulary or grammar and also the teacher has to look for new activities in order to active the motivation on the students. It is important to stimulate students by using warm ups to do the learning process easier and fun in this way students would want to go to class every day and every class.

A new study on how well students learn second languages from teachers with accents suggests that teachers with a very heavy accent or whose speech is ungrammatical have to be removed because it is important for students to listen to the correct pronunciation of a language in order to acquire it easily. It is clear that there are some important aspects for learning another language just how deep an accent has to be considered a problem. According to a new research study conducted in Israel, learn a second language better from a teacher who speaks in the same accent as they do.

The study, published in the journal of Psycholinguistics, shows that students who learn from a teacher with the same accent have an easier time understanding the material, they do not have to spend time trying to understand English in a different accent so it shows that students that learn a second language from a native speaker have a better level of understanding and they can understand people with different accent around the world, it is not the same with students that learn the second language from a teacher that does not have the correct pronunciation and intonation of that language because they cannot understand the spoken language in different accents.

Stephen B. Stryker and Betty Lou Leaver state that "Learning a second language has been compared to learn to ride a bicycle, learning to play tennis, or learning to play a musical instrument. In spite of broad recognition that the best way to learn these skills is by doing them, not just by studying about them or performing exercises and drills, our traditional foreign language classes resemble music classes in which all of the learners' time is spent practicing scales and studying theory, and they are not permitted to

play any real pieces until they are proficient enough to give a recital" (LOU LEAVER, Betty, 1997, page 3)

Learning a second language is an important fact around the world, because it is necessary for different situations. There are many ways to learn a new language but it depends on the teachers to choose the correct techniques to make a correct understanding on students.

1.1 Foreign Language Education

The foreign language Education has increased in the last decades in American couples because they believe children, teenagers and adults need to learn another language, a foreign language is a requirement in both high school and college and also at university. Many students take another language since first grade because it has an incredible importance; however, it is applied to all majors. In these years of globalization, the more languages you speak, the better, so foreign language requirements in school can really help a lot to students and professional people. The case for many people is that they learn enough foreign language to survive a class, but that is it, they can not apply to real life. While language requirements are good thing, students should have emphasis on learning the language, not just a few vocabularies, they need to learn the differences between tenses and the correct application of grammar structures, also idioms and the functions of

the language in order to be able to communicate using it. (Hann Sarah, August 2010)

To learn a foreign language is necessary, not only for students, it is also necessary for people who want to get a better position to travel abroad or to have a better job, so it is never late to learn a foreign language because it can help to reach many goals. People of different ages are learning foreign languages in many countries in order to improve their knowledge about the world cultures and with the hope of traveling abroad in order to get a better job or for business facts. The foreign language education is a large process where people try to get enough knowledge, but not just about the grammatical structures, people need to learn how to live in that country where the foreign language is spoken.

1.2 EFL Acquisition

It is easy to find many courses that offer to learn English in few days, so these courses promise students or people that they will be able to speak with native speakers and have a good communication applying many programs that provide plenty of positive reinforcement that will keep learners on track. Actually, there are a lot of methods based on listening activities that help students to learn a new language using the same method we all learn our first language. The traditional language course depended on repetition and written work it was used for many people to study and acquire a new language in that way, but nowadays there are many people that consider the

new technology useful in order to learn a foreign language very fast, in fact there are many institutions, high schools and also at university using the technology in order to make the learning process easier and more fun than in the past. The new methods do not require any written work, instead, it is based on other strategies that involve audio and oral activities that help students achieve faster language comprehension and build a Core Vocabulary to pick up the correct grammar and accent. (PARNES, Francine, 2006)

"Acquiring English as a second language is a process compared to learning to ride a bicycle or learning to play a musical instrument, the best way to learn these skills is by doing, not just by studying. The traditional English as a Foreign Language classes were different from now, because students were not able to talk until they were proficient enough and they had to receive all the information by listening and reading, they did not practice oral activities, on the other hand, now it is important to encourage students to learn a new language by playing real pieces and use the language as a real means of communication from the first class, it means that students are able to practice the English production since first levels and to develop the oral communication. There are different methods that teachers apply in order to make students independent learners and continue the learning process beyond the classroom. It is like a bird that spreads its wings and leaves the nest, so teacher's goal is to show students how to fly" (LOU LEAVER, Betty, 1997, page 10) Michael Fee stated that one of the best method to learn English as a foreign Language is face to face, because to learn a new

language is in order to communicate not just for learning new separated words. It is to use these words to respond in context, watching facial muscles to learn how words are pronounced, learning gestures, this method is very effective to learn English easily and in few time. (Fee Michael, 2009)

It is not easy to acquire a new language, so it is important for people who want to learn it, to start with this process earlier and try to get all the possible details in order to improve the opportunities to communicate in a correct way by using the English language. There is a variety of activities that help students and people to acquire English as a foreign language, but the most important thing is to look for the correct environment and choose the appropriate ways to practice this language by listening to conversations in English as much as possible, by reading books, magazines or articles, by writing essays, descriptions or just sentences, and also by speaking in role plays or conversations, so the learning process can be more active and interesting.

1.3 Foreign Language Learning Practice

To get better pronunciation and to understand a foreign language is necessary to practice in each opportunity this language so whoever can practice some quick vocabulary taking a few moments on the way to work, in a café or during a break, students that are learning a new language can practice among them, there are many exercises on the word wide web that help students to practice the skills of this language: listening, speaking,

reading and writing which are necessary to acquire a foreign language quickly.

A good way to practice a foreign language is by conversations that could be online or by meeting with native speakers or just among the classmates. Another way to practice a language is by correspondence, with this activity people can improve writing skills as well as reading skills or simply exchange messages with members who are looking for a correspondence exchange. A foreign language learner can practice the language by text and voice chat when someone is chatting with a native speaker and also by using a chat software of choice: Skype, Windows live Messenger, Google talk, etc. (Conversation Exchange, 2005)

Speaking English as a foreign language is necessary and important; nowadays there are many ways to do it, especially for people who want to learn this language in a little time for traveling or for passing an important exam or just for applying for a better job. Students and teachers are using the new technology in order to get better resources to practice English. It is easy to look for a video, listening activities or reading articles on the internet. The internet helps students to find a variety of exercises in order to practice all the skills also this exercises show the results and the grades for the practice, so students can do the exercises again and again in order to improve their knowledge. The language practice is the only way to learn the language.

English as a Foreign Language is taught in almost all countries in the world because it is very important in order to facilitate the communication among

people from different parts of the world also students need to learn English to pass the year or an exam. There are many ways to learn this language, some people start since children and other start when adults, but the most important thing is to found the correct method that helps students to acquire this language easily and in an exciting way.

CHAPTER II

2. - Video

Wikipedia the free encyclopedia states that "Video is the technology of electronically capturing, recording, processing, storing, transmitting and reconstructing a sequence of still images representing scenes in motion" (Wikipedia, august 2010)

Also it says that the term video comes from the words "I see", and from the Latin word "videre", so video means to see or to watch. Video usually refers to many storage formats for moving pictures. The quality of video depends on the capturing method and storage used. A huge variety of methods are used to compress video streams also video data contains spatial and temporal redundancy, making uncompressed video steams extremely inefficient, likewise, temporal redundancy can be reduced by registering differences between frames, this task is known as interframe compression.

There are different kinds of video transmission and storage videos. For transmission, there is a physical connector and signal protocol. A physical link can bring certain "display standards" which specifies a particular refresh rate, displays resolution and color space. There is a number of analog and digital tape formats and digital video files can also be stored. In addition to the physical format used by the storage or transmission medium, the stream of ones and zeros that is sent must be in a particular digital video "encoding",

of which a number are available. . (Wikipedia, video compression, August 2010)

Video is a digital object used to transmit messages through a screen, it is very useful and actually it is often used for different purposes. Also video is used to present reports, stories, or just for getting entertainment on television or videos online.

2.1 High Definition Video

It is called HD video and refers to any system of higher resolution than standard-definition video. High definition video is defined through the number of lines in the vertical display resolution. One important part of the HD video is the progressive scanning that redraws an image frame (all of its lines) when refreshing each image. Other part of HD video is interlaced scanning that draws the image field every other line or forgotten numbered lines during the first image. High-definition signals require a high-definition television or computer monitor in order to be viewed.

"High-definition video has an aspect ratio of 16:9 .The aspect ratio of regular widescreen film shot today is typically 1.85:1 or 2.39:1. Standard-definition television (SDTV) has a 4:3 aspect ratio, although in recent years many broadcasters have transmitted programs "squeezed" horizontally in 16:9 anamorphic format, in hopes that the viewer has a 16:9 set which stretches the image out to normal-looking proportions, or a set which "squishes" the image vertically to present a "letterbox" view of the image, again with correct proportions. High definition image sources include terrestrial broadcast, direct

broadcast satellite, digital cable, high definition disc, internet downloads and the latest generation of video game consoles. The optical disc standard blue-ray disc can provide enough digital storage to store hours of high definition video content. DVDs look better on screens that are smaller than thirty six inches (91 cm), they are not always up to the challenge of today's high definition sets. Storing and playing high definition movies requires a disc that holds more information" (Wikipedia the free encyclopedia, 23th May 2011)

Films have a very high resolving medium definition, it depends on the year and format that a movie was filmed also the size of the image is a fact that can influence in the resolution of the video. People can use whichever definition of videos in order to transmit or to watch a video.

2.2 Description of Video

Video is a technology used to catch, record, process, transmit and reproduce a sequence of representative images of a scene that is in movement. The beginning of video is related with the intendance to overcome the necessities that the television had. So the first transitions were made on live and with the possibility to be recorded, it made easier the program process. Video can be transmitted in various physical medias also the term video is often used informally to refer to both videocassette recorders and video cassettes.

A new technique called video description has been implemented in many countries in order to allow blind people to understand the videos or the television programs, in this way videos may become accessible to those who are blind or visually impaired. Video description is increasingly used in North

America in order to ensure the videos understanding ad it tries to have access to the cultural and educational experience that comes from these visual media. The most common benefits of video description said by blind and visually impaired viewers are the following:

- 1) Gaining knowledge about the visual world.
- 2) Gaining a better understanding of televised materials.
- 3) Feeling independent
- 4) Experiencing social connection
- 5) Feeling equality with those who do not have visual impairments
- 6) Experiencing enjoyment
- 7) Relief of burden on sighted viewers with whom they watch.

(BURGER, Dominique, 1996)

People have seen videos as a new technology in different ways, for example, the video has been used since the past as a tool for recording films, reports or soap operas, but it has been changing and the uses of video have increased every day and nowadays it transmits a variety of situations, also it communicates feelings and it is an efficient tool for education, so it is the most popular technology that has developed very fast giving people good levels of life.

2.3 Uses of Videos

Videos increasingly are used in museums around the United States, in order to make films and exhibits accessible to blind people (because also there are the video descriptions) and visually impaired patrons.

Also there are different uses of videos, like: educational videos that shows an increasingly use as a learning tool in the classroom. In addition to the benefits of videos, there are the television programs that present important videos and also everybody can find a variety of videos on the internet. They can also benefit classroom developing some activities according to the videos.

"Another important use of video is the video description, that as the future of computers moves more toward graphics and multimedia, we expect that the technique of video description will be incorporated as an additional step toward affording blind and visually impaired computer users equal access to technology" (BURGER, Dominique 1996)

According to Warschauer, the use of videos have been gathered informally from many teachers that have used them on different activities, so the most common benefits of the videos are the following:

- Gaining knowledge about the visual World, according to the comments of visual viewers, videos have helped them gain knowledge about various visual aspects of social interaction including information about the types of body language that people exhibit in social circumstances,

and about other cultural norms that people typically learn about visual, such as styles of dress and physical appearance. These are important pieces of knowledge that would otherwise be difficult to ascertain through "incidental learning" and which have the potential for aiding to people to socialize with others , also through it students can learn about other cultures, can watch places that are so far and also can know important people .

- Gaining a better understanding, when the videos are showed it is easier to have a better idea of what is occurring during programming, so it is useful to increase learning and enjoyment. It is a clear form to show as a direct way the topics that want to be introduced getting a better understanding than a writing presentation.
- Feeling independent it is when the video description is used and allows people who are blind or visually impaired to feel more independent because they are able to follow what they are watching without the help of others.
- Experiencing Social Connection because the description allows people to feel included in the social activities and have information about the rest of the world, so people can share various social aspects as behavior in front of difficult situations, and also people can get good details of important people.

- Experiencing enjoyment, it is the most often use of video, most people use videos in order to get fun in free time or to share time with family. Since the past the videos are used principally to entertain children, teenagers and adults with films, movies, videos of music and in this way people don't get bored easily.

(WARSCHAUER, 1996)

It is clear that there are several possible reasons for using videos in the daily activities and events for entertainment, for social activities and also for language teaching, one rationale is found in the belief that the linguistic nature of video communication is desirable for promoting language learning so it is better a course with video that is more lexically and syntactically complex than oral discourse.

"A recent study conducted by AFB on the psychological, social and cognitive impacts of adding video in some activities, found that there was a strong preference of video techniques among participants because they felt that it makes programs more enjoyable, interesting and informative. Furthermore, objective measures showed that participants who saw videos learned more than did those who just read or listen to some information" (BURGER, Dominique, 1996)

Another possible reason for using video is that it creates optimal conditions for learning to speak with a correct pronunciation and also it helps students to develop the other skills. The second possible reason is that it can increase motivation in students and they don't get bored in classroom and they can be

strongly motivated to learn new things. And the last reason for using videos in English as a Foreign Language classroom is that using this tool is part of the future success and it is important for teachers and students to learn the correct use of this new technology because it will be part of many academic, social and daily activities for people so they must be prepared for the challenges that they will face.

2.4 Educative Video

Educative videos are the video graphics materials that can be useful in education, this definition involves the didactic videos, made with an specific intentionality, also other videos that were not made for education porpoises but they are useful in the learning process and also they are used for most teachers in classroom.

Wikipedia the free encyclopedia says that "educative technology offers a variety of alternatives to improve the teaching-learning process. So there are different resources that can be applied for didactic process, one of them is the video, that has been developed during the last decades and it is accessible to use the new technologies that every day is being more popular and useful. There an important question for many people, Can the video be a useful material for teachers? It is possible that video is a great tool for teachers when it is used in a correct way also it represents an alternative that can help teachers to motivate students in the classroom" (Methodology in Language teaching,2002, page 362)

The last years teachers have been using some technological resources in the educative field creating a new perspective and methodology to practice many creative activities in the classroom. The video is used as a technological tool that presents a high level of expression so it can reach a big motivation in students and it becomes an important part of learning process for the student.

The use of video can be made from different contexts, for example, as a curricular complement at school, high school or at university. Also video can be considered as a part of an important job; another way to use videos as educational tool is for an autonomic learning, it is when someone wants to learn something by him or herself. The use of videos allows teachers and students to use it in many activities that result significant for the learning process, for example, to stop the image in an important part of the video to show something transcendental, go back to repeat or watch again a part of the video. An educative video is the audiovisual material for the teaching process. (Wikipedia the free encyclopedia, 25th May 2011)

There are many questions to think about, but these are some of the most *important questions that need to be addressed before teachers decide to use new techniques of video in the classroom, also it is necessary to know that the video can be educative in almost all cases, but there are videos that have different porpoises than education, so it depends on the correct use of these videos.*

2.5 Classification of Educative Videos

Marques says that according to the global concept that involves the term educative video, it is necessary to make a categorization in which all the potential applications of video must be considered so video can be classified in:

- Documental video that shows ordered information about a specific topic e.g. a video about mine activity.
- Narrative video that has a narrative part through the relevant information that is presented for the students e.g. a video that shows an important person life.
- Monoconceptual lesson is a very short video that presents a determined concept e.g. a video about the concept of a food chain.
- Thematic lesson is the classic video that presents in systematic way and in a deep and gradual way for the receptors a specific theme e.g. a video about the influence of the pre-Colombian art.
- Motivator video pretends to impact, motivate, interest people that watch it, so it doesn't matter if it has to change the systematization of contents and a little of scientific content e.g. a video that wants to prevent the AIDS in people.

(MARQUES Pere, 2003)

The educative video is classified in many different categories that show us the principal purposes of it, with this classification all people can choose the correct video, depending on the necessity of them. It is necessary to know these categories of video in order to use it in a correct way.

2.6 Functions of Videos

An article wrote by Marques and published on the internet says that the video is a successful and useful material for different purposes and it has many functions according to the use of it.

The functions are:

- **Informative:** a lot of videos are made to share information about structures of the real life, and also give information about the world events and important activities.
- **Instructive:** another function of videos is to direct and condition the learning to reach the cognitive development.
- **Motivator:** videos are motivator when they catch the attention of students, also when it causes interest support; this is an important function of video especially when it is used for teachers in the classroom in order to motivate students, or when the video is used to motivate a specific group of people.
- **Tester:** videos can use the self observation in order to test, also videos encourage students to analyze and look for a correct determination.

- **Searcher:** videos are used in order to search certain information through the films, documental, reporters or news, so with a video people can find many useful information.
- **Meta linguistics:** videos have other important function they use the audiovisual language.
- **Expressive:** when the video is used to catch the correct expression of the situation and transmit the message with all the expressions that communicates feelings.
- **Testimonial:** this function of videos is used to show the real story or real stories that tell a situation.
- **Innovator:** the video has the function of innovating and creating new and interesting activities in order to improve the use of it.

(Dr. MARQUES GRAELL, Pere, 1999)

It is clear that videos show many different important functions, one of them is that videos are used to learn world cultures as birthdays in the United States, celebrations in England, also students can get information about current News and events, with this videos people can watch reports events that are currently happening in various countries in the world, videos can present also stories, in order to get more details, another function of video is the learning resource center, that is a certain kind of material for students that contains different tasks and activities with comprehension check, discussion and writing strategies, grammar understanding and English conversations that helps students to learn oral English. (Methodology in Language Teaching, 2002, pag.376)

Videos have many functions that show the importance of them, since years ago videos have been an important part of the daily entertainment and they have been designed for different purposes, the most important of them is to show in a real and detailed way a story, news or reports in order to make people understand the facts.

2.7 Advantages of Videos

The use of video is really valuable in order to reach many goals and it has a lot of advantages, especially when it is used to explain something or when it is used for educative purposes. One of the most important advantage is the versatility because video has many functions and they can be used in different forms. Video also motivates students to learn or to pay attention in this way students can catch the message of the video. In addition, video can develop the critical attitude on people who are not sure about some facts of life.

Another advantage of video is that it shows expressions through the emotions that it transmits and the feelings that it presents in many films, so it makes the understanding easier moreover, video has a better access to the meanings because people can watch images and listen to words and sounds that show a representation of the real life. Teacher can use the video to teach languages and make the learning process easy when teacher repeats the video many times until the pronunciation was caught. Video is useful because it develops people's imagination and intuition so they are able to

create new stories or they are able to build a new knowledge based on the important facts of the education. (WARSCHAUER, 1996)

Video also is good because it can provide a rich data base of authentic material for classroom, it offers an excellent tool for interactive learning between teacher and students, also the video provides an excellent context for collaborative materials development very useful for language learning process, It has multimedia and capabilities, which combine graphics, sounds and movies that are particularly conducive to language learning. (Methodology in Language teaching, 2002, pag.362)

Nevertheless, video has proved to have substantial advantages over traditional methods or techniques used in the past. As with any other technology, when video is used, the time and the effort needed to make understanding a specific topic is reduced, because the communication between teacher and students is through the video, in this way the subject is fun and interesting. Video is the most useful tool used in different activities because many colors, pictures and even audio can be presented as inexpensively text.

2.8 Disadvantages of Videos

As videos have many important uses, videos also have many negative facts that can affect the use of them, for example, sometimes videos don't represent the real situation, just show an imaginary story. Videos also can be bored for some students that are not interested on learning a part of the wide

language skills. The video can distract some students and instead of catching their attention, it can become distracted for them.

Many people around the world use videos in different ways because they have become an important part of life, but these videos are used in various circumstances, for example, in education, in business, at work, and at home as entertainment. The most useful application of videos for teachers is in classroom, specially when the teacher is teaching a foreign language, the use of them makes the classes more active and interesting.

CHAPTER III

3.- Video in the EFL Classroom

Videos are often used in different classes especially in foreign language classroom because it is a important tool for learning in a better way.

The video supplies students' needs; also video becomes an integral part with other areas of the language curriculum. A video can achieve important goals of motivating students' interest, another characteristic of videos in the EFL classroom is to provide realistic listening practice and stimulating language use. Videos in classroom also heighten students' awareness of particular language points or other aspects of communication can be improved or destroyed by the way the video is introduced. (Methodology in Language Teaching, 2002, page 364)

Most English teachers, even those who consider themselves technology novices, have several relative advantages when learning to use the videos. There are most cases skilled at English, experienced at typing or keyboarding, and have some basic computer literacy. ESL students in the other hand, at least in some cases, may lack these basic prerequisites. Also teachers have had students who are quite experienced in using videos, also there are students who had seldom used technologies and lacked the vocabulary, reading, and listening skills to follow instructions for using a video.

3.1 Role of the Teacher

The first thing for teachers to do is to clarify his / her goals, when the goals are specified, the teacher can design the appropriate tasks and activities to be applied in the classroom, so the teacher plays a key role for reaching the success or failure in the use of videos in the language classroom. It is the teacher who is responsible to select the video, relate the video to the students' needs also the teacher should promote active viewing and should integrate the video with other areas of the language curriculum. (Methodology in Language Teaching, 2002, page, 364)

“Stempleski discusses the positive features of video materials and presents guidelines which can help teachers plan their video lessons effectively. With careful and systematic planning, video-based lessons can be highly stimulating, and provide a rich resource for language learning. Stempleski emphasizes the key role of the teacher in the use of video, saying that it is the teacher, not the video who can make any video-based lesson a fruitful language learning experience. It is the teacher who chooses the video, design tasks ad activities that facilitate active learning, prepares students for the previewing, viewing and post viewing activities ”(Methodology in Language Teaching, 2002, 362)

Most teachers do not present a print-based lesson without reviewing the materials first. It is necessary and important that teacher should follow the same practice in using video, so the teacher must treat the video material as seriously as any other language teaching material should be treated. The main role of teachers when using videos is, first to check the entire video

before planning class activities, preferably several times and with the video transcript in hand. Another choice that teachers have is to use suggested activities from a published video language course and also try to the activities in order to anticipate difficulties or questions that students may have.

Teachers can promote active viewing and try to increase students' comprehension and recall by planning video related lessons for three stages of activities as previewing, viewing, and post viewing. For previewing activities is necessary to prepare the students to watch the video by applying their background knowledge, stimulating interest in the topic, one simple way to do this through asking students to predict the content. For viewing activities is important to facilitate the actual viewing of the video. These activities involve playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspects such as factual information. So it is a good idea to provide activities that focus on the basic situation first. For the post viewing activities is necessary to react to the video or to practice some particular language point. In this activities is important to apply discussions, role play, debate, writing activities and related reading. (Methodology in Language Teaching, 2002, pag.366)

All these activities and many other possibilities should be planned by the teachers and should be applied in an effective way in order to do the video an important tool for learning English. It is worth emphasizing that the teacher, not the video, is responsible for making ay video based lesson rewarding language learning experience. So like ay teacher resource. Video is the best tool when it is used carefully and intelligently. However, the use of

video in classroom will determine how valuable it is perceived to be by the students and how significant it will be for them in the language learning process. (Methodology in Language Teaching, 2002, pag.366)

Teachers have to provide certain kind of support to prevent students from being full of difficulties it can take different forms, for example: creating detailed handouts that students can refer to when the video class is finished; building video-training sessions into the class schedule, not only in the beginning but on an ongoing basis; assigning students to or work in pairs or groups, during and after videos, so that they can provide assistance to each other: providing details to students about how and when they can get assistance from videos or other on campus outside of class and being availed to help students when they are most likely to need it.(Methodology in Language Teaching, 2002,pag.371)

"It is important that the teacher must learn to become a "guide on the side" rather than a "sage on the stage", a situation based on communication between students, but in which the students have little say over the topics or outcomes of that communication, is not likely to lead to the kind of atmosphere optimal for language learning. It should be clear that involving students in determining the class direction does not imply a passive role for teachers. Teachers' contribution is in learner-centered video-tasks include coordinating group planning, focusing students' attention on linguistics aspects of listening and watching videos, helping students gain metalinguistic awareness of genres and discourses, and assisting students in developing appropriate learning strategies" (Warschauer Turbee, & Roberts, 1996)

Teachers have an important role in the EFL classroom because they are the responsible of the Language acquisition, so it is important that teachers plan the classes using the correct strategies, materials and activities in order to build in students the significant knowledge.

3.2 Role of the students

In the process of learning a new language, students have a big responsibility in their academic and curricular activities as the decisive elements in promoting positives outcomes so students can strongly contribute to their own learning and the development of the climate in all can learn. Students should extend their class activities, for example, they should go to libraries, laboratories, and galleries, these activities improve and reinforce the knowledge, also there are some informal activities as clubs and organizations or students conversations. Some researches have demonstrate that it is really important the effort of students in their studies because it is easy the learning process and students that are irresponsible in their studies diminish the level of knowledge. (Todd Davis, 1993)

It is important the role of students in the learning process because it is the first tool that the teacher has to prepare. Students decide what they want to learn and it is easy to reach the goals.

3.3 Using videos to teach English

The use of videos in class has not always been really appreciated by administrators in education, it was considered a waste of time also it was considered as something used by teachers when they did not have anything

better to do, or when they had not prepared their lessons. But the use of video in an appropriate way can be really useful for teachers and students because they can learn English in a natural way also it allows students to associate vocabulary in context. It is important to use videos as a tool for communication because students become more motivated than just doing exercises in their notebooks it allows them to express their ideas and, in this way they can feel important in class and work hardly.

There are many different interesting and funny videos that can be used in few minutes as songs for primary school and for teenagers, also short stories can be presented for children. Videos are used as a source for listening and speaking practice at any age. The ideal videos to be used in class are the ones that are short, last just some minutes, so teachers can do many activities with them. And on the other hand children and teenagers can pay attention because it is a different activity; it has got some images and different sounds, different voices. So it is important to include videos in an ESL class in order to provide students with opportunities to listen and practice authentic language in use, especially when teachers are not native speakers and when students do not have the opportunity to talk with native people. Many teachers have used videos in the classroom in order to teach a foreign language and agree that is the easiest tool they have worked with and consider that it is an appropriate technique or process that facilitates the application of senses for students.

3.4 Guide Students Toward Appreciating Video as a Language Learning Tool

It is necessary to make students understand that video in the classroom is not a waste of time, it is necessary to practice and learn the language but also students know that television and video are closely associated with leisure and entertainment so many students expect entertainment in class when a video is presented, that is why it is necessary for teachers to lead students to appreciate a video as a valuable tool for learning a foreign language and help students to develop viewing skills. When people watch television or video for entertainment, they usually do it passively, it means that they do not pay attention to the details as gestures or other nonverbal signals, or listen to carefully the information or intonation in the voices. So all these aspects make the video an important part of the class and enrich the use of video for language learning. (Methodology in Language teaching, 2002, page 365)

In addition video is an important tool for teaching English as a foreign language so it is necessary for teachers to prepare a good plan for the video class and it will be a successful activity for the teacher and students, also the class becomes interesting and motivated, it allows students to be able to get better understanding.

It is clear that technology is developing so rapidly that it can often be difficult to make effective use of videos in the classroom, teachers must thus take a step back and focus on some basic pedagogical requirements, but it is so

necessary because nowadays there are different guidelines, courses and trainings that are designed in order to help teachers implement videos activities and technologies into the second language classroom. In this way teachers can create many different ways to educate students in using videos in order to make an important tool for learning the new language instead of students imagine a situation, they can listen to and watch it through a video, it is a more real way to improve the skills in the second language learning.

Students should understand that video is an extremely dense medium, which incorporates a wide variety of visual elements and a great range of audio activities in spoken language and it must be used in an appropriate way, not for wasting time.

3.5 Make the video an integral part of the course

The true potential of videos in language learning is only achieved when it is used as an integral part of the class. If someone is planning to use video as supplementary material, it is sure that the sequence fits in with the overall goals of the class. One way to do this is to bring in the video to introduce or to expand a theme or topic that is a part of the curriculum or as a complement part of the textbook. It does not matter what is the topic of the class, it is useful to use the first minutes in order to introduce this with a documental video or with a story that explains briefly the content of the topic. (Rise and Stempleski, 1998)

It is important to use videos as an essential part of the class, the most common use of videos is to introduce a topic, at the beginning of the unit or

the class, but the video can also be used as a summary of the class, so a video can be a part of a class in any time reaching the most comfortable and entertaining moments. Teachers should familiarize with the material that they will use, treat the video material seriously as any other language teaching material in order to use it as a useful tool. (Methodology in Language Teaching, 2002, page 365)

3.6 Treat the video as both a visual and an audio text

Susan Stempleski states that "A video sequence is a text, somewhat like a language-presentation passage in a book or a dialogue on an audiocassette. However, whereas the most important element in a written passage or on an audiocassette is usually the words, a video sequence contains not only words, but visual elements (and often sounds effects and music) that provide essential evidence on behavior, character and context, which are not usually on the scripts." (Methodology in Language Teaching, 2002, page 366)

When a teacher plans his/ her lessons has to consider the video itself not just the video as a script. It is important and necessary to test the degree of visual support in a video sequence by viewing it first it can be watched with the sound turned off, then the video should be played aloud two or three times until the students get the main idea and some details from the video.

It is very important and necessary for students or people that are learning a new language to see and hear a video sequence several times unless they are extraordinarily gifted and at near- native levels of language proficiency so the students should be able to understand the situation, identify characters

and observe and recall the language and other features of the video in any detail. In most of situation students are usually happy and interest to view a well chosen sequence again, specially if they have been provided with a variety of viewing activities that requires them to focus carefully on the video, such as cultural differences, body language, vocabulary or language models, also another important aspect is to present the activities to the students before each viewing in order to focus their attention on a particular task. (Methodology in Language Teaching, 2002, page 366)

The use of videos for teaching EFL is important but the most important thing is the way the teacher applies the materials in order to make the video an integral part of the classroom, when a teacher wants to introduce a new topic or just when the teacher wants to reinforce the class. A video is more active than a speech from the teacher because it has visual elements and audio text that help students understand in an easier way the topic presented by the teacher.

CONCLUSIONS

The study of English is very important because a lot of people around the world communicate through this language and it is necessary for teachers to apply new materials or tools in order to make the learning process easy and it is essential to active the students minds using interesting techniques as the video.

Teachers and students have different roles in the learning process, so the learning is not just the teacher's responsibility, this process involves also student's work.

The use of videos in the EFL classroom has reached many goals in recent years, also the use of them is increasing around the educative field because of the important benefits that cause in students can have.

RECOMMEDATIONS

Every teacher has to look for the best way to wake up students' interest. Nowadays there is a variety of new technologies that help teacher to do the learning process easier than in the past.

It is necessary for all teachers to keep up dating every day especially on the internet where we can find a lot of new useful information that could be important for teachers and also for students.

Students learn more when they have contact with the topic, one way is the use of videos that show the real stories and impact students, that is the recommendation for all teachers to apply videos in the EFL classroom because it is a useful tool to catch students' attention.

Bibliography

- STRAUSS, Valerie “ Accented teachers may be better for English language learners: study”. (2010)
URL: <http://voices.washingtonpost.com/answer-sheet/learning/accented-teachers-may-be-bette.html>

- “Becoming a better EFL teacher”. November 15, 2009
URL: <http://betterefteacher.blogspot.com/2009/11/what-does-it-really-take-to-learn.html>

- Wikipedia the free encyclopedia “video” (2011)
URL: <http://en.wikipedia.org/wiki/Video>

- MARQUES, P. “Los videos educativos: tipología, funciones, orientaciones para su uso”. (2003) URL:
<http://dewey.uab.es/pmarques/videoori.htm>

- BRAVO, J.L. “El video educativo”. (2000) URL:
<http://www.ice.upm.es/wps/jlbr/Documentacion/Libros/Videdu.pdf>

- Wikipedia the free encyclopedia. “Video Educativo” (2011)
URL: http://es.wikipedia.org/wiki/Video_educativo

- MARQUES, Pere “ Los videos educativos: tipología, funciones, orientaciones para su uso”. (2010)
URL: <http://peremarques.pangea.org/videoori.htm>

- RICHARDS, Jack and Renandya, Willy “Methodology in Language Teaching”. (2002) Cambridge University press.